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ABSTRACT

Containing information relevant to higher education instructors interested in better understanding the nature of the writing process and the development of students' writing abilities, this selected, annotated bibliography is comprised of two sections. The first section contains references of general interest, including research reports, theoretical discussions, practical applications, opinion papers, bibliographies, discussions of student writing assessment, and guides for students. The second section is comprised solely of references relating to the effects of computers on student writing and the use of computers in writing instruction. Material dealing with writing instruction in particular subject areas is appended, as is information on both technical writing and freshman composition programs. (JD)

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UNIVERSITIES AND STUDENT WRITING

Selected, Annotated Bibliography

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Tertiary Education Research Centre
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OCCASIONAL PUBLICATION No. 27

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UNIVERSITIES AND STUDENT WRITING

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Material for this bibliography has been collected over a period of several years, but I make no claim that it is a definitive selection of materials relating to student writing for tertiary educators. I fear that making such a selection would have turned out to be a lifework, for there are so many overlapping areas of study which contribute to our understanding of tertiary students' language skills, the importance of those skills to students as learners, and how to develop those skills.

Teachers interested in student writing will find themselves reading books and articles by psycholinguists and cognitive psychologists, by grammarians and rhetoricians, by English teachers and other subject specialists, by educators of teachers and staff developers, and so on and on. Some of the material is very theoretical, some extremely practical; some reports research projects, some offers informed personal opinion based on experience, and some documents classroom interventions. Material related to early childhood or adolescent language development cannot be disregarded entirely. In the end, one is simply overwhelmed by the volume of writing about student writing.

Decisions about what to include in this selection have been made on the basis of the quality of the work itself, and of its relevance to tertiary educators who are interested in better understanding the nature of the writing process and the development of tertiary students' writing abilities. I have tried to make the annotations as informative as possible so that someone reading through the bibliography might begin to pick up some of the main themes in recent literature on the subject. Except for a very few influential works, I have included only relatively recent materials because I believe understanding of the relation between writing and learning and the development and improvement of student writing has progressed considerably in the past ten years.

The Bibliography is arranged in two sections and an appendix. The first section contains references of general interest, which are identified as being primarily research reports, theoretical discussions, practical applications, a statement of opinion (this is not intended to denigrate the work but to distinguish judgments based on experience and the like from research), bibliographies, discussions of assessment of student writing, and guides written for students.

A few of the references in Section I also take up the use of computers and word processors in teaching student writers; however, Section II is composed solely of references to work discussing the effect of computers on student writing and the uses of them in teaching writing.

Because they deal with teaching writing in particular subject areas, technical and scientific writing programs, freshman composition programs, or similar topics of less general interest, materials listed in the Appendix were not considered appropriate for inclusion in either of the other sections of the Bibliography.

Important journals:

College Composition and Communication
College English
Research in Teaching English
Computers and Composition

Important sources of information, documents:

ERIC Clearinghouse, Urbana, ILL, USA
Modern Language Association, USA
National Council of Teachers of English, Urbana, Ill, USA

UNIVERSITIES AND STUDENT WRITING

Selected, Annotated Bibliography

SECTION I: GENERAL INTEREST

Res
Theory
Prac

Anderson, P., Brockman, R., and Miller, C. (1983) New Essays in Technical and Scientific Communication: Research, Theory, Practice. Farmingdale, N.Y.: Baywood Publishing.
Won 1984 National Council of Teachers of English award for excellence in technical and scientific writing. Research in technical and scientific communication (in all three subdisciplines - theoretical, professional and pedagogical) lagging behind developments in research into written composition. These essays try to fill gaps in understanding of what technical and scientific communication is and needs to be and how to teach it.

Res
Theory

Applebee, A. (1984) Writing and reasoning, Review of Educational Research, 54 (4), 577-96.
In special issue on teaching and learning of reasoning skills (other articles also concerned with literacy).
Research on writing has been slow to examine ways in which writing about a topic may be related to reasoning. Examines three general areas of research: 1) cultural consequences of written language, 2) individual consequences of writing on particular occasions, 3) status of writing activities in American schools. Research evidence not yet compelling but is consistent with notions that development of writing skill can contribute to higher level reasoning skills and better subject understanding. May be restricted by limited goals in most secondary classrooms.

Opinion

Atkinson, B. (1981) Literacy, minimal competence and what we can learn from Iceland, Education Canada, 21 (3), 24-9.
Very provocative argument in favour of extending responsibility for literacy throughout society and especially into the home, citing high level of literacy in Iceland. Opposes any compromise of standards implied by minimal competency as goal. An example of the extreme and emotive material which appears world-wide.

Res

Atwell, M. (1981) The evolution of text: the interrelationship of reading and writing in the composing process. Conference paper, National Council of Teachers of English.
Case studies of behaviours of two groups of college writers, good and poor. When the previously written text was available, good writers reread it more than poor as they continued with task. Good writers also planned more, so even when they could not refer to text, they wrote more coherent and better organised passages.

Student
Guide

Ballard, B. and Clanchy, J. (1984) Study Abroad: A Manual for Asian Students. Kuala Lumpur: Longman Malaysia.
Sound advice based on authors' experience with students.

Res

Beach, R. and Bridwell, L. eds (1983) New Directions in Composition Research. New York: Guilford Press.
A sampling of the most current research in this field. Part I on research methods; Part II on composing processes; Part III on the

influence of situation on writing; Part IV on the instructional context, including research into use of computers and word processing in writing classrooms.

Res Theory — Becher, T. (1981) Towards a definition of disciplinary cultures, Studies in Higher Education, 6 (2), 109-22.
The paper describes an empirical enquiry into the nature of academic desciplines. It focuses on the main similarities and differences within and between six academic disciplines - physics, history, biology, sociology, mechanical engineering, and law - and concludes by suggesting a possible way of portraying different research styles.

Res — Beeson, G. (1981) Influence of knowledge context on the learning of intellectual skills, American Educational Research Journal, 18 (3), 363.
"A total of 188 10th-grade students were taught a hierarchy of intellectual skills in one of three different contexts: one in which the skills were taught in isolation, one in which additional verbal instructions were provided, and a third in which the skills were taught in relation to a relevant anchoring idea. The students were tested following intervals of approximately 2 days and 7 weeks for achievement of subordinate skills. With some qualifications, results supported the prediction that use of the anchoring idea context would enhance the meaningful learning and retention of the most complex skills."

Theory Prac — Bereiter, C. and Scardamalia, M. (1982) From conversation to composition: the role of instruction in a developmental process, in R. Glaser, ed, Advances in Instructional Psychology Vol.2. Hillsdale, N.J.: Lawrence Erlbaum Associates.
"...there is a whole vast range of learnings, absolutely critical to being able to compose, which remain untouched by the traditional syllabus." For instance, even when children seem to know enough (to have enough content) about a writing topic, they may have problems in getting access to and organising the information they have. They also need to develop monitoring skills to enable them to switch from role of writer to reader and back again. They are excited when given the opportunity to consider and master the processes of writing which are not usually matters of instruction.

Res Theory Prac — Bereiter, C. and Scardamalia, M. (1984) Learning about writing from reading, Written Communication, 1 (2), 163-88.
Reports on three studies that investigated the knowledge gained by students, ranging from grade 3 to graduate school level, from exposure to single examples of literary types. Concludes that students of all ages showed evidence of some pick up of rhetorical knowledge, although of limited complexity. Although people can learn from single models, the kinds of things they can learn are limited by the elaborateness of the literary schema within which the example is interpreted. Learning from models tended to be focused on discrete elements and more complex or global characteristics tended to be missed. Students, especially children, do not have understanding of causal relationship between particular devices and certain responses.
Note paradox that students can learn only if they know something already. Pascual-Leone's theory of the nature of constructive operators. Superschemas can be formed through conscious effort but limited in complexity by what mind can hold. May also be

formed unconsciously through repeated exposure to clusters of schemes - bonds gradually form creating more complex mental structures. So composition teachers should not expect too much from exposure to single models but may achieve limited goals.

Res
Theory
Prac

Biggs, J.B. (1985a) Approaches to learning and essay writing, in R. Schmeck, ed, Learning Styles and Learning Strategies. New York: Plenum.
"The essay assignment and its many variants have for years, and in many content areas, provided the most used, and most important, medium for the summative evaluation of learning and student thinking. It is possible that this use of writing has impeded other, more important functions." Writing a tool for clarifying and extending thought.

Res
Theory
Prac

Biggs, J. (1985b) The role of metacognition in enhancing learning skills, Educational Research: Then and Now. Hobart: Australian Association for Research in Education. pp.39-42.
A model of student learning is outlined in which the importance of metacognitive processes is emphasised, in particular, that students be aware of their motives, of task demands, and of their own cognitive resources, and exert control over the strategies appropriate for handling the task. Three common approaches to learning are described: deep, achieving, and surface with the first two requiring most metacognition. Two intervention studies are described, one with at-risk university students, and the other with two classes of Year 11 students, which involved teaching study skills in a context emphasising metacognitive awareness. In both studies, pre- and post-treatment comparisons showed an increase in deep and achieving approaches, with long term improvements in academic performance.

Theory
Res

Biggs, J. (1985c) Surface and deep approaches to writing essays, Educational Research: Then and Now. Hobart: Australian Association for Research in Education. pp.43-46.
In Marton's original distinction, a surface approach to learning referred to a focus on reproducing words and sentences, and a deep approach to a focus on understanding discourse. Parallel foci occur in essay writing, which suggests the possibility of a cross-fertilisation between the hitherto disparate research areas of student learning and writing; in particular that similar motivational-strategic interactions may occur, and similar process-outcome relationships. A model of writing is outlined that conceptualises process-outcome relations, and is illustrated with reference to case studies of the writing of mature age students in Australian History.

Opinion

Bizzell, P. (1982) College composition: initiation into the academic discourse community, Curriculum Inquiry, 12 (2), 191-207.
Review essay on Lauer et al, Four Worlds of Writing and Maimon et al, Writing in the Arts and Sciences. Views writing as context-bound. Context is understood to have social aspect - even a political one. Understanding the conventions of academic discourse is necessary if the disadvantaged are to be empowered in educational institutions. Must also educate for critical consciousness.

Prac Blanc, R.A. et al. (1983) Breaking the attrition cycle, the effects of supplemental instruction on undergraduate performance and attrition, Journal of Higher Education, 54 (1), 80-90.
Supplemental Instruction is a program which brings the functions of the learning centre into the course structure. Skills specialists integrate learning skills instruction with course content during specially scheduled review sessions. Good results.

Prac Bock, H. (1983) What are remedial problems? - a tentative analysis, in C. Webb and H. Drury, eds, The Communcation Needs of Tertiary-Level Students, proceedings of the Australasian Tertiary Study Skills Conference. University of Sydney: Language Study Centre.
Some "remedial" problems arise in response to and only exist in a specific environment. Example is students whose writing performance drops from HSC to first year university study. Problems involved conceptual processes. Four elements student must deal with at university: kind of reasoning and conceptualising required, kind of personal opinion that is permissible, kind of tools that are appropriate, what is the acceptable form of academic English.

Prac Bock, H. and Gassin, J. eds (1982) Papers from the Conference, Communication at University: Purpose, Process and Product. Melbourne: LaTrobe University.
Proceedings of Australasian Study Skills Conference.

Res Braddock, R., Lloyd-Jones, R., and Schoer, L. eds (1963) Research in Written Composition. Champaign, ILL: National Council of Teachers of English.
Summarised research to date, finding methodology lacking. Identified 5 exemplary comparison-group research studies. Emphasis on research into pedagogy which assumes thorough understanding of written products and processes. Best source for orientation to the tradition of empirical and statistical research, most of which was done by educational specialists. Sixty page discussion of research method covers environmental factors, instructional factors, rhetorical consideration, comparison of objective tests versus writing tests and evaluation methods generally.

Res Prac Branthwaite, A., Trueman, M., and Hartley, J. (1980) Writing essays: the actions and strategies of students, in J. Hartley, ed, The Psychology of Written Communication. London: Kogan Page. 98-109.
Authors note a mismatch between the criteria students think are applied to their essays and those the tutors actually use in marking. Student strategies in writing essays change very slowly if at all and few strategies actually seem to affect outcomes in terms of mark earned.

Assess Breland, H. (1983) The direct assessment of writing skill: a measurement review. College Board Report No.83-6. New York College Entrance Examination Board.
North American studies of the reliability and validity of marking English essays are reviewed. Sources of error are extensively analysed and the well-known doubts about both reliability and validity are rehearsed. There are descriptions of the attempts

that have been made to use computers in the marking process, and to devise better tests of writing ability. In conclusion there is a list of suggestions for further research.

Res Prac — Bridwell, L., Johnson, P., and Brehe, S. (1984) Composing and computers: case studies of experienced writers, in A. Matsuhashi, ed, Writing in Real Time: Modeling Production Process. New York: Longman.
How 8 experienced writers used different composing processes as they learned to write with a word processing program. Discusses inplications for introducing word processing to students in writing classes.

Res Prac — Britton, J., Burgess, T., Martin, N., McLeod, A., and Rosen, H. (1975) The Development of Writing Abilities. London: Methuen/Schools Council.
Report of project which investigated what was going on in schools. Shows up differences between subjects and changes from year to year. Shows what students have done, not what they could do. Shows how constraints and pressures of school situation, curriculum, teacher's expectations, exams, public exams limit what and how students write. Suggestion is that they do not use writing as part of the thinking/learning process.

Theory — Britton, J. (1972) Language and Learning. Harmondsworth: Penguin.
Concentrates on spoken language. Role of language in ordering experience into learning.

Staff Devel — Broadbent, J. (1982) The Melodious Noise: DUET (the Development of University English Teaching Project), Studies in Higher Education, 7 (1), 35-46.
Describes workshops for teachers of English and others who might be interested in issues relating language and learning.

Opinion — Bronson, D.B. (1982) Education, writing and the brain, Educational Forum, XLVI (3), 327.
"Writing should have the highest position in the school because it is in its recursive nature and in its stability an expression of the operation of the brain."

Prac — Brostoff, A. (1978) Individual instruction: tailored to particular needs and specific disciplines. Paper, Conference of College Composition and Communication.
Describes communication skills centre at Carnegie-Mellon University. A consulting and teaching service which works with instructors in the various disciplines.

Prac — Brostoff, A. (1983) Using problem-solving to think and write: tagmemics for high school students. Conference paper, Conference on College Composition and Communication.
Approach language as a thinking process. Apply three heuristics: 1) identify and state problems; 2) explore problems; 3) evaluate hypotheses or solutions. Series of exercises reported which aid students in clarifying language, investigating and solving problems.

Res Prac — Brown, A., Campione, J. and Day, J. (1981) Learning to learn: on training students to learn from texts, Educational Researcher, 19 (2), 14-21.
Importance of helping learners to achieve self-awareness and self-

regulation. Message to impart is about active nature of learning, impportance of problem-solving routines.

Prac — Brown, M. (1975) Writing and science: a freshman writing course for science majors. Paper, Conference on College Composition and Communication.
First assignments are in technical writing; emphasis on economy of words, letting the organisation of the topic organise the writing, theory and experiment. But course also covers a large amount of linguistics and other writing styles, such as biography and speculative prose.

Theory — Bruner, J. (1975) Language as an instrument of thought, in A. Davies, ed, Problems of Language and Learning. London: Heinemann.
Somewhat abstract and fairly heavy reading, but rewarding insight: There is a linguistic competence and a more sociolinguistic competence in communication, but finally there is analytic competence when language and thought come together.

Opinion — Calfee, R. (1985) Computer literacy and book literacy: parallels and contrasts, Educational Researcher, 14 (5), 8-13.
Two approaches to literacy: basic skills such as decoding and spelling to be learned by drill, or literacy as acquisition of tools for using language to solve problems and to communicate. Approaches to computer literacy show same dichotomy. Language is the object of learning, so should be the computer.

Theory Prac — Calfee, R. and Curley, R. (1983) Structures of prose in the content areas, in J. Flood, ed, Understanding Reading Comprehension: Cognition, Languages and Structure of Prose. Newark, Delaware: International Reading Association.
Grammars of exposition exist. The basic patterns must be internalised in preparation for comprehending prose written in each discipline.

Opinion — Carter, R. (1982) Language, literacy and assessment of language (review article), British Educational Research Journal 8 (1), 85-90.
Review of Wilkinson et al (1980) Assessing Language Development and of Stubbs (1980) Language and Literacy: the Sociolinguistics of Reading and Writing. While approving of the former's emphasis on importance of moral, affective and cognitive issues in assessment, he condemns them for naive linguistics. Praises Stubbs for emphasis on sociolingusitics of reading and writing and systematic analysis of language.

Prac — Christenbury, L. and Kelly, P. (1983) Questioning: a Path to Critical Thinking (Theory and Research into Practice booklet) Urbana, ILL: National Council of Teachers of English.
Evidence that questioning improves reading comprehension and composition. Presents the Questioning Circle as a model for structuring the practice of questioning: three overlapping sets - matter (subject for discussion); personal reality (individual experience); external reality (others' experience).

Res Theory Prac — Christie, F. and Dawkins, S. et al (1984) Children Writing (2 vols: study guide and reader) Victoria: Deakin University.
Course books of external studies course on children's writing development over years K-10. Covers nature of writing process, kinds of written forms children need to learn, factors influencing

ways children learn to write , and implications for curriculum practice in schools. Perspectives of systemic linguistics (study of genre and register), rhetoric, contemporary psychological research, cognitive psychology, writing and learning, writing for exploration of personal experience, editing and revising, evaluation of programs and assessment of student writing.

Opinion Clanchy, J. (1976) The higher illiteracy: some personal observations, English in Australia, 37, 20-4 and 41-7.
Need for recognition that in higher education so-called literacy problems are related to subject mastery at high level.

Opinion Clanchy, J. (1978) Language in the university, Education News, 16 (4), 20-3.
Argues that continuing controversy about literacy is misdirected. Problem of language standards lies with universities not high schools because students are required to learn the modes of speaking and writing the language of particular disciplines.

Prac Clanchy, J. (1985) Improving student writing, HERDSA News, 7 (3), 3-4, 24.
Excellent advice to subject teachers in higher education about what they can do to help students achieve better written expression. Forceful argument as to why they must accept the responsibility.

Student Guide Clanchy, J. and Ballard, B. (1981) Essay Writing for Students. Melbourne: Longman Cheshire.
Primarily for students in social sciences. How to meet expectations of academic markers.

Theory Clyne, M. (1980) Culture, discourse structure and communicative competence. Presidential address, Section 25B (Linguistics) 50th Congress of ANZAAS.
Discourse structures shown to be culture-specific with Anglo-Celtic favouring linear structure, emphasising relevance, few digressions, no repetitions etc.

Assess Cohen, A. (1973) Assessing college students' ability to write compositions, Research in the Teaching of English, 7 (3), 356-71.
Experimental procedure to design and apply a grading standard. Result is 19 point checklist. Warning that such a checklist should be formulated by those who will use it.

Prac Coles, W. (1974) Teaching Composing: Writing as a self-creating process (teacher's ed). Rochelle Park, N.J.: Hayden.
"Theme writing" criticized as a student genre characterised by facile use of inflated language and concern for correctness at expense of honesty, emotion and imagination. Manual for teachers containing series of assignments with course convener's comments for their use.

Assess Res Cooper, C. and Odell, L. eds (1977) Evaluating Writing: describing, measuring, judging. Urbana, ILL: National Council of Teachers of English.
Comprehensive summary of the best current information on describing writing and measuring growth in writing. Covers holistic evaluation and primary trait scoring; word choice as

indicator of maturity, development of syntactic fluency, identifying basic intellectual strategies, involving students in evaluation of their writing.

Res Theory — Cooper, C. and Odell, L. eds (1978) Research on Composing: Points of departure, Urbana, ILL: National Council of Teachers of English.
Concerned with directions for future research: Limitations of our present understanding of discourse itself and composing process. Should attempt to define competent discourse by analysis of successful writing. Should seek theory of successful processes by observation of them. Must consider role of invention (long neglected) and excitement of rewriting. Need to learn about biological and physiological processes associated with writing. Also provides valuable orientation to the more theoretical and psychological, as opposed to pedagogic or rhetorical, approaches to research now being emphasised. Ten essays cover topics such as discourse theory, composing processes, inventional paradigms, cognitive developmental psychology, implications of brain research, and poetic revision.

Student Guide — Corbett, E. (1973) The Little English Handbook, New York: Wiley.
Recommended by Walvoord (see reference below).

Prac — Couture, B. (1985) Why an English department should join industry in planning a professional writing program, The Technical Writing Teacher, 11 (3) 167-74.
Overview of Professional Writing Project. Benefits of collaboration between academics who teach writing and members of industry.

Res Prac — Couture, B. and Goldstein, J. (1984) Conference paper, Conference on College Composition and Communication.
Report of results of Writers' Survey, Wayne State University's Professional Writers' Project.

Prac Res — Couture, B., Goldstein, J., Malone, E., Nelson, B. and Quiroz, S. (1985) Building a professional writing program through a university/industry collaborative, in L. Odell and D.Goswami, eds, Writing in Non-Academic Settings. New York: Guilford Press.
Detailed account of the work of a large research and development project on professional writing. Explains how the collaboration between industry and academic was facilitated at each step of the project which sought to collect information about professional writing tasks and practices and then to translate the results of that research into curriculum.

Prac — Coward, P. and Taylor, J. (1983) Composition and science: a symbiotic relationship. Conference paper, Meeting of Midwest Writing Centers, October 1983, Iowa City.
Use of interdisciplinary materials to teach skills of analysis and heighten awareness of links between perception, thinking and writing in preparation of compare/contrast exercise.

Opinion — Crowley, S. The evolution of invention in current-traditional rhetoric: 1850-1970, Rhetoric Review, 3 (2), 146-62.
Review of how the advice to outline an essay plan became the gospel of composition teachers. Suggests that as a result of the decline in importance and scope of invention, students are being taught a writing process and a set of assumptions about discourse

that have nothing to do with either how writing gets done or with contemporary thinking about the relation of language to thought.

Theory Computer
Daiute, C. (1985b) Writing and Computers. Reading, MA: Addison-Wesley Publishing Co.
Summarizes writing development from first grade through college levels and discusses computer applications that best fit each phase. Believes computer can increase the social aspects of written communication and enhance the process writing approach. Computer tools for prewriting, composing, revising, editing. Word processing more useful for people who plan first rather than those who write to discover ideas, then revise. But latter can learn to use the special capabilities of the machine for their own purposes.

Theory/ Opinion
Davies, A. ed (1975) Problems in Language and Learning. London: Heinemann Educational Books Ltd.
Includes Bruner's 'Language as an instrument of thought' and Britton's 'Teaching writing'. Six sessions of a 1974 seminar on language and learning. Emphasis on inadequate research base for resolving the different perspectives presented and on difficulties of multidisciplinary approach to language.

Assess
Diederich, P. (1957) The improvement of essay exams. Paper, College Testing Conference.
Convincing demonstration of the inaccuracy of grading essay exams. The Scholastic Aptitude Test gave better correlations with teachers' judgments of students' writing ability than did a composition test. But teachers' judgments are notoriously subject to personal idiosyncracies and halo effects. If decisions on students' futures rely on essay testing, there should be two different tests, each double-marked, and with grades distributed over normal curve. And markers should discuss standards regularly.

Assess
Diederich, P. (1967) Cooperative preparation and rating of essay tests, English Journal, 56, 573-84.
How to improve validity and reliability of essay testing

Assess
Diederich, P. (1974) Measuring Growth in English. Urbana, ILL: National Council of Teachers of English.
Reports research that confirmed unreliability of essay testing when markers are not adequately prepared. If there are no directions, no criteria specified, markers could be grouped into five categores according to what they valued. Low correlation between scores of readers who judged according to structure with those who judged on style.

Assess
Diederich, P., French, J. and Carlton, S. (1961) Factors in Judgments of Writing Ability. Princeton, NJ: Educational Testing Service.
Elaborate analysis of the factors which determine marks on essays. Markers include college English teachers, natural scientists, social scientists, writers, editors, business executives, lawyers. Discovered 5 'schools of thought' emphasising: 1) Ideas: relevance, clarity, quantity, development, persuasiveness; 2) Form: organisation and analysis; 3) Flavour: style, interest, sincerity; 4) Mechanics: specific errors in grammar, punctuation, etc.; 5) Wording: choice and arrangement of words. 94% of the papers received 7, 8, or 9 of the 9 possible grades! No paper

received less than 5 different grades. Median correlation between readers was only .31. Readers in one field don't agree with each other. Less than half the variability in scores is explained by the factors isolated by the experiment; the remainder is brought about by readers' own unique ideas on scoring shared with no one else or by just plain error (after a year or so they won't agree with themselves).

Bibliog Dieterich, D. et al (1967-84) Annotated bibliograpohy of research in the teaching of English, in Research in the Teaching of English, Spring and Fall numbers.
Twice a year bibliography, thorough and regular, with emphasis on empirical studies of English pedagogy. Continued by others.

Assess Dobie, A. (1977) From grading to guiding, Freshman English News, 5 (3), 19-21.
Offers suggestions for improvements on traditional marking and grading procedures.

Opinion Doughty, P. (1968) Current Attitudes to Written English, and their implications for the teacher of English. London: Longmans.
Argues that confusion about what the English teacher can legitimately be expected to do creates unrealistic demands from tertiary and specialist subject teachers, business community, examiners, admissions officers. English teachers are expected to teach not only grammar and lexis, but also the varieties of language common to specific tasks and also the ability to think efficiently. Students may become more confident in use of language in English class if they are given time and encouragement to internalise new language and simultaneously to master the conceptual basis of the subject matter involved, but they cannot be taught to think in English class alone. Achievement of subject mastery and the language to convey that knowledge is part of a total learning process in which specialist teachers, employers, etc. must participate as well.

Res Theory Educational Psychologist, (1982) 17 (3), 129-79.
Entire issue devoted to the Psychology of Writing.

Opinion Elbow, P. (1969) A method of teaching writing, College English, 30 (2). And The definition of teaching, College English, 30 (3).
Reprinted together by the Department of Humanities, Massachusetts Institute of Technology.
Early statement of Elbow's perspective. Emphasis on writing which reveals its author and on judging effect on reader. Teaching as "producing understanding".

Prac Elbow, P. (1973) Writing without Teachers. New York: Oxford University Press.
Very influential book by advocate of freewriting and expressive or personal writing as ways to improve formal writing.

Prac Opinion Elbow, P. (1983) Teaching thinking by teaching writing, Change 15 (6), 37-40.
Since creative thinking and critical thinking are opposite and involve mental states that conflict with each other, it helps most people to learn to work on them separately moving back and forth between them. It usually helps to start with creative thinking and exploratory writing and then engage in critical assessment and revising afterwards.

Res Prac
Elley, W., Barham, I., Lamb, H., and Wyllie, M. (1976) The role of grammar in a secondary school English curriculum, Research in the Teaching of English, 10, 5-21.
Research involving three groups of high school students in New Zealand. First studied transformational grammar; second, traditional grammar; third had additional reading instead. After three years, third group "demonstrated competence in writing and related language skills fully equal to that shown by the two grammar groups."

Res
Emig, J. (1971) The Composing Process of Twelfth Graders. Urbana, Ill.: National Council of Teachers of English.
109 themes written by 25 year 12 English honours students. Among other findings, there was no difference in quality of work by students who made outlines and those who didn't. It is also true of professional and academic writers that planning behaviours differ.

Opinion
Emig, J. (1977) Writing as a mode of discovery, College English, 28, 122-28.
Argues that writing process and products of writing "correspond to certain powerful learning strategies". Writing's permanence allows re-examination of ideas. Learners who do not write lose many opportunities for learning.

Bibliog
Enos, R., Jereb, B., Kravits, P., and Rockat, H. (1982) Heuristic Procedures and the Writing Process: A Selected Bibliography. Pittsburgh, Pennsylvania: Carnegie-Mellon University. (Also published as a special issue of Rhetoric Society Quarterly (1982), No.1.)
Sixty pages of unannotated references, 1970-80.

Opinion
Entwistle, N. (1982) Study skills and independent learning, Studies in Higher Education, 7 (1), 65-74.
Review article of five books on student learning, all from perspective of encouraging independence and autonomy. While reviewer shares this perspective, he notes that the various authors write prescriptions for encouraging student learning from basis of belief rather than on basis of a coherent body of theory rooted in extensive research. However, that research on student learning is developing as J.D. Wilson's Student Learning in Higher Education (1981) chronicles.

Res
Faigley, L., Daly, J. and Witte, S. (1981) The role of writing apprehension in writing performance and competence, Journal of Educational Research, 75 (1), 16-21.

Prac
Flake, S. (1982) "Commanding English": an effective program model, Alternative Higher Education, 6 (3), 142-59.
Program for non-native speakers of English. Coursework in communications skills carries credit, gradually shifts students into mainstream courses. Interesting model for support programs of various types.

Theory
Flavell, J. (1979) Metacognition and cognitive monitoring, American Psychologist, 34, 906-11.
Discusses the knowledge that guides effective selection and implementation of task-relevant skills (metacognition).

Student Guide — Flower, L. (1985) Problem-Solving Strategies for Writing, 2nd edition. New York: Harcourt Brace Jovanovich.
A guide for students which emphasises strategies for planning work and getting started with writing before it considers correcting text. Excellent practical and readable advice. Strongly recommended for teachers of all subjects as well as for writers.

Res Prac — Flower, L. and Hayes, J. (1977) Problem-solving strategies and the writing process, College English, 39, 449-61.
Heuristic strategies for writers. The result of a productive collaboration between an English teacher and a cognitive psychologist. Reports research aimed at understanding mental process of 'normal' writers and then applying that understanding to helping people write more effectively. Draws on protocol analysis of good writers, psychological studies of creativity, and traditions of rhetoric and composition teaching.

Res Prac — Flower, L. and Hayes, J. (1980) The cognition of discovery: defining a rhetorical problem, College Composition and Communication, 31, 21-32.
Evidence that if students analyse the writing task, they produce better writing. Consider needs of audience, goal of writer, choice of tone, limitations and opportunities of circumstance of writing.

Res — Flower, L. and Hayes, J. (1984) Images, plans, and prose: the representation of meaning in writing, Written Communication, 1 (1), 120-60.
Examines the different modes of representation - verbal and nonverbal - that people use in planning a piece of writing. Proposes a notion called the 'multiple representation thesis' to describe how writers move between the 'languages' of thought and the language of formal prose.

Res Prac — Frederick, J. et al (1981) Learning skills: a review of needs and services to students. Parkville, Vic: Centre for the Study of Higher Education, University of Melbourne.
Study of extent and effectiveness of various forms of learning assistance available to students at U. of Melbourne. Found student learning problems at all levels of study, underachievement widespread. Difficulties related to school background, age, part-time or full-time status, time between school and university entrance. Improvement requires cooperation of academic staff, students, counsellors and administrative support. Assistance should be institutionalised.

Res — Frederiksen, C. (1977) Structure and process in discourse production and comprehension, in M. Just, and P. Carpenter, eds, Cognitive Processes in Comprehension. Hillsdale, NJ: Lawrence Erlbaum Asso.

Res Theory — Frederiksen, C., Whiteman, M., and Dominic, J. eds (1981) Writing: the nature, development and teaching of written communication. Hillsdale, NJ: Lawrence Erlbaum Associates.
Two volumes. National Institute of Education's first Conference on Writing in June, 1977. To encourage multidisciplinary inquiry into writing. Vol.1 - writing in its many social and cultural variations, genres serve various purposes in different contexts,

effects of oral language differences on the learning and teaching of writing. Vol.2 - universal aspects of writing as an activity of an individual, cognitive, linguistic and communicative process.

Res Prac — Freedman, S. ed (1984) The Acquisition of Written Language: Revision and Response. Norwood, NJ: Ablex.
Includes essays on computing and word processing and their effect on revision.

Opinion — Fulwiler, T. (1985) Writing is everybody's business, Phi Kappa Phi Journal, LXV (4), 21-2.
Summary of principles behind writing across the curriculum programs. Writing promotes learning. Teachers need to assign more writing, more variety in writing tasks and assessment procedures.

Prac — Fulwiler, T. and Young, A. eds (1982) Language Connections: Writing and Reading across the Curriculum. Urbana, ILL: National Council of Teachers of English.
How writing can help students learn. Research (especially by Britton) has shown that 'expressive' or personal writing is a powerful learning mode in which students can try to link new knowledge to past experience. Essays by Michigan Tech teachers engaged in pioneer cross-disciplinary writing program.

Res — Gagne, R. and Smith, E. (1965) A study of the effects of verbalization on problem-solving, in R. Anderson and D. Ausubel, eds, Readings in the Psychology of Cognition. New York: Holt.
Superior problem-solvers verbalise, especially when tasks are complex.

Prac — Gere, A. and Smith, E. (1979) Attitudes, Language and Change. Urbana, ILL: National Council of Teachers of English.
Discusses conflicts in attitudes to language, such as traditional grammar vs. flexible language usage. How to effect changes in attitude towards language, among English teachers and in the community.

Res Opinion — Gibbs, G., Morgan, A., and Taylor, E. (1982) Why students don't learn, Institutional Research Review, No.1, 9-32.
Discusses why conventional study skills teaching often fails to help students. Students rarely have a fixed style of learning - varies with task and task varies with size of curricula, assessment, student interest, background knowledge. Students develop increasingly sophisticated conceptions of learning process and nature of knowledge, encourage this and one encourages better skills.

Prac — Gibbs, G. (1981) Teaching Students to Learn. Milton Keynes: Open University Press.
Offers several writing exercises teachers may use to help students learn to judge writer's intention, to identify criteria for judging writing, to become aware of audience, and to become more flexible in approaching writing tasks.

Res Prac — Glynn, S., Britton, B., Muth, D. and Dogan, N. (1982) Writing and revising persuasive documents: cognitive demands, Journal of Educational Psychology, 74 (4), 557-67.
Two experiments on persuasive writing. Researchers told students not to concern themselves with mechanical accuracy, sentence

formation, and sequence of ideas in drafting stage. Persuasive argument and production improved. Average writers benefitted more than poor from this strategy - the poor writers seemed unable to come up with a range of arguments.

Prac — Gopin, G. (1984) Perceiving structure, Harvard Law School Bulletin, Summer/Fall, 27-9.
Analyses relationship between faulty linguistic structure and faulty reasoning in three examples of writing by Law students. Key is in subject-verb-complement sequence. When students recognise that it is interrupted, they can often correct the faulty reasoning as well.

Assess — Gosling, G. (1966) Marking English Compositions. Hawthorn, Vic.: Australian Council for Educational Research.
Includes survey of research into the reliability of composition marking. Demonstrates that marking can be made more reliable if task is adequately defined and markers thoroughly briefed. An implication is that staff members should discuss standards and define expectations. Shows that different writing abilities are assessed by different topics. Implies that disciplines should assess own students. Makes valuable points about setting and marking a standardised public exam such as a university would need if it were to screen entrants.

Opinion — Greenfield, P. (1983) The Psychology of Literacy: Scribner and Cole (review article), Harvard Educational Review, 53 (2), 216-9.
Research by Scribner and Cole uses tools of psychology, sociology, linguistics and anthropology to try to assess the effect of literacy on cognitive skills such as abstraction, classification, memory and logic. One important conclusion of their study of the Vai people is that schooling, regardless of its media, may be more important to learning than literacy. It is possible that in the educational process, print is not a privileged medium.

Res Theory — Gregg, L. and Steinberg, E. eds (1980) Cognitive Processes in Writing. Hillsdale, N.J.: Lawrence Erlbaum Associates.
Excellent collection of essays including Flower and Hayes' writing protocols and dynamics of composing, Bereiter on development in writing, Odell on writing as a process of discovery and Steinberg questioning whether writing is always a process of discovery.

Prac — Griffin, C. (1983) Using writing to teach many disciplines, Improving College and University Teaching, 31 (3), 121-128.
Argues for helping students through the process of writing with feedback as they are in progress and peer reading, etc. Writing to learn. Clarifying rhetorical problem.

Res — Guthrie, J. (1984) Research: cognition for composition, Journal of Reading, 27 (8), 747-49.
Examines recent research that uses protocol analysis to determine the cognitive processes used by writers in planning their work. The more successful writer uses understanding of cooperative principle of written communication in planning writing - figures out what reader needs to and wants to know.

Assess — Halpern, S. et al. (1978) Who can evaluate writing? College Composition and Communication, 29, 396-7.
Research study suggests teachers of other disciplines can evaluate writing skills reliably. Advocates higher expectations both for

amount of writing to be done and for amount of feedback from instructors outside English discipline.

Theory Prac — Harris, E. (1979) Applications of Kinneavy's Theory of Discourse to technical writing, College English, 40 (6), 625-32.
On Kinneavy's model, technical writing is mainly reference discourse - discourse the primary purpose of which is to represent reality. There are four modes of discourse which are independent of aim: description, narration, classification, and evaluation. These modes are examined in relation to the type of referential discourse being studied - whether the discourse is informative, exploratory, or 'scientific' (writing that demonstrates or proves a point).

Theory Prac — Hartley, J. ed (1980) The Psychology of Written Communication. London: Kogan Page.
Sections on theoretical issues in reading and writing, acquisition and development of writing skills, design of text, new print media, aspects of scientific communication. Overall a very mixed collection.

Prac — Hartley, J. and Knapper, C. (1984) Academics and their writing, Studies in Higher Education, 9 (2), 151-167.
Variety of methods of writing and attitudes toward it. Arts writers emphasise argument, work from top down, while science writers work on individual components from bottom up. Almost all suffer blocks and have various strategies for dealing with them. These have some implications for staff developers who work with academics who wish to write more effectively and efficiently for professional reasons and for teachers who wish to help students, particularly research students.

Res Opinion — Hartwell, P. (1985) Grammar, grammars, and the teaching of grammar, College English, 47 (2), 105-27.
Explores the shortcomings of research for resolving the question of the effectiveness of grammar instruction. Suggests that writers need to develop skills at two levels: broadly rhetorical, involving communication in meaningful contexts; and broadly metalinguistic (rather than linguistic), involving active manipulation of language with conscious attention to surface form.

Prac — Haswell, R. (1983) Minimal marking, College English, 45 (6), 600-04.
Method of evaluating writing which involves instructor in less annotating of basic errors in student writing and makes student responsible for locating and correcting such errors. Student work improves.

Prac — Hawkins, T. (1976) Group inquiry techniques for teaching writing (Theory and Research into Practice booklet). Urbana, ILL: National Council of Teachers of English.
How to use small-group techniques for teaching composition and how to facilitate group interaction by the inquiry method, listening and questioning rather than explaining.

Res Prac — Hayes, J. and Flower, L. (1984) A Cognitive Model of the Writing Process in Adults (Final Report NIE-F-78-0195). Washington, D.C.: National Institute of Education. (ERIC ED 240 608)
Found considerable differences between writing strategies of

experts and novices, and found that experts' strategies were teachable, particularly in the area of planning.

Res Prac — Haynes, E. (1978) Using research in preparing to teach writing, English Journal, 67, 84-7.
Research shows little or no improvement in students' writing results from increasing the amount of writing assigned, the number of teacher markings, or the study of traditional or new grammar. There is demonstrable improvement when the teacher coaches students in the process of writing instead of merely judging the papers they turn in.

Prac — Healy, M. (1980) Using Student Response Groups in the Classroom. Berkeley, Cal: Bay Area Writing Project.
Using writing groups of 3-7 students. They give good help to one another, learn to analyse others' writing. Verbalising ideas in group encourages more effective writing and learning.

Assess — Henderson, E. (1980) The essay in continuous assessment, Studies in Higher Education, 5 (2), 197-204 .
Points out inadequacy of knowledge about how essay can be used: 1) to aid learning, 2) to provide a diagnostic tool for teacher, 3) to assess. Calls for greater care in making assignments: identify both purpose of question and what student is expected to do. Reconsideration of length demands.

Prac — Henschen, B. and Sidlow, E. (1983) Undergraduate student writing: possibilities and benefits of a group approach, Journal of General Education, 35 (1), 56-63.
Suggest that students working together to write an argumentative paper derive many benefits.

Res Prac Bibliog — Hillocks, G. ed (1986) Research on Written Composition: New Directions for Teaching. Urbana, ILL: National Council of Teachers of English.
Synthesizes information gained from a meta-analysis of research on writing instruction from 1963 through 1982, presents implications and recommendations for practice, and includes a bibliography of approximately 3000 items. Most effective practices: set clear and specific objectives; provide materials and problems to get writers interacting with each other in specifiable processes important to writing; provide activities centered on problem solving through peer interaction concerning specific tasks; help students learn criteria for judging writing; provide exercises in manipulating syntax, engage students in examining data.

Theory Prac — Hirsch, E.D. (1977) The Philosophy of Composition. Chicago, Ill: University of Chicago Press.
Goal of composition teacher is efficiency of communication regardless of semantic intention. Hirsch believes that there is irreversible evolution of language towards readability. Uses psycholinguistics to support his advice to writers to use positive statements, concrete language, familiar words, active voice, parallelism, etc. All of these devices correspond with the psychological principles of readability.

Res Prac — Hounsell, D. (1985) Coursework: an agenda for research, Evaluation Newsletter, 9 (1), 12-20.
Changing emphasis in research from focus on teaching to focus on learning and from lecturer to student. Neglect of essay-writing

by researchers. Suggests that students' accomplishment in essay-writing is function of both their mastery of written academic discourse and their essential grasp of their own discipline of study. Study of student writers found important differences in conceptions of what an essay was, which were reflected in their writing procedures, content of essays and marks gained. Better students emphasised interpretive aspects of writing task. Feedback - even very good - seems not to change students' conceptions probably because students do not share the teacher's tacit assumptions, and comments are seen as content- and essay-specific rather than asking for a fundamental reconceptualisation of the nature of essay-writing.

Res Prac — Hounsell, D. (1984) Essay planning and essay writing, Higher Education Research and Development, 3 (1), 13-31.
How students plan is less important than what planning is directed towards. Discusses challenges to the hegemony of the plan. Concludes that although students who see essay as fundamentally an interpretive task usually use some sort of planning strategy, the most important advice to students is about the nature of an essay, about expectations of academic markers.

Opinion — Horowitz, R. (1984) Toward a theory of literacy, Harvard Educational Review, 54(1), 88-97.
Review essay: What Writers Know: the language, process and structure of written discourse, M. Nystrand, ed. Purpose of anthology is to focus on what writers know that nonwriters must learn. Presents current thinking in field and historical context and suggests limits of present research and directions for future studies.

Assess — Hughes, D., Keeling, B. and Tuck, B. (1980) Essay marking and the context problem, Educational Research, 22 (2), 147-8.
About halo effects on markers. Reading average essay after a block of poor ones results in much higher mark for average than would otherwise be given. Also lower mark if average follows block of good essays. Effects reduced if range of essay quality has been encountered previously. Markers should read a sample before awarding any grades.

Res — Humes, A. (1983) Research on the composing process, Review of Educational Research, 53, 201-216.
Discusses methodologies of research on composing process: case studies, naturalistic studies, quasi-product studies, unique procedures. Research has discredited linear model of composing process. Planning goes on throughout composing. Translating (putting ideas into writing) makes huge demands on cognitive processes. Reviewing also occurs throughout composing, differs from revising in that latter results in changes to text. Despite limitations of this research it has resulted in valuable new insights.

Prac — Hunt, S. (1981) Basic writing skills in the total academic program, Improving College and University Teaching, 29 (2), 78-81
How basic skills can be incorporated into content-area courses. Suggests a checklist approach which requires students 1) to underline all subject-verb combinations, 2) to check all present tense and linking verbs for subject-verb agreement, 3) to check for tense formation, 4) to check for major sentence errors, 5) to check for pronoun-antecedent agreement. Proceeds from somewhat

simplistic view of the composing process, suggesting that students worry too much about content rather than form and that lack of organisational skills hinders communication of content.

Prac — IEEE Transactions on Education, (1984) Vol E-27 (3).
Joint special issue (with IEEE Transactions on Personal Communication) on 'Developing the ability to communicate'.

Res
Prac — James, K. (1984) The writing of theses by speakers of English as a foreign language: the results of a case study, in R. Williams and J. Swales, eds, Common Ground: Shared Interests in ESP and Communication Studies. Oxford: Pergamon. pp. 99-113.
Case study approach to identifying the problems of non-native speakers who are writing theses. Revealing analysis of role of culture as well as language in creating difficulties.

Res
Prac
Theory — Jensen, J. (ed) (1984) Composing and Comprehending. Urbana, ILL: National Council Teachers of English.
Nineteen essays reflect several years of scholarship on the topic of teaching understanding as a part of the writing process. Jensen divides the discussion of the reading/writing phenomenon into three sections - "Defining the Relationship", "Sampling the Research", and "Learning and Teaching". For teachers at all levels.

Prac — Jerabeck, R. and Dieterich, D. (1975) Composition Evaluation: the state of the art, College Composition and Communication, 26 (2), 183-6.
Suggests use of taped commentary and peer evaluation to give students better feedback.

Theory
Prac — Johannessen, L., Kahn, E., and Calhoun, C. (1982) Designing and sequencing prewriting activities. (Theory and Research into Practice booklet). Urbana, ILL: National Council of Teachers of English.
Prewriting activities designed to help students master the thinking strategies essential to effective written communication. Discusses theory and research on the role of thinking strategies in writing, and provides a sequence of seventeen prewriting activities, each designed to develop a particular analytic skill. Models alone do not teach process of thinking through a writing problem - merely illustrate the product of the process. Warm-up activities are also insufficient because they are usually too specific to the present task. Choose a specific type of composition or composing skill, then identify and clarify the thinking strategies needed for that particular type of writing.

Theory
Prac — Jordan, M. (1980) Short texts to explain problem-solution structures - and vice versa. An analytical study of English prose to show the relationship between clear writing and clear thinking, Instructional Science, 9 (3), 221-52.
Analyses texts to show close relationships between information structures in text and real-life thought/action process the text describes. Discusses educational implications. Study of problem-solving aids understanding of appropriate and effective discourse structures. But study of discourse also helps understanding of problem-solving. Presentation of analyses such as these to students should help them learn to structure their own discourse - could also aid their problem-solving. Excellent article culminating in presentation of algorithm which depicts the

problem-solving process in terms of a series of evaluatve questions.

Prac Opinion

Judy, S. (1980) The ABC's of Literacy. New York: Oxford University Press.
Change in standards will occur only when teachers are committed to making it happen. "The teaching of literacy must increasingly become an interdisciplinary effort....the use of language is central to all education. ...In the fullest sense, literacy is bound up with the quality of life that we all experience. Thus, reading and writing instruction is too important to be left or consigned to the English teacher."

Theory Prac

Kaplan, R. (1965) Cultural thought patterns in inter-cultural education, in Allen and Campbell, eds, Teaching English as a Second Language: A Book of Readings. New York: McGraw Hill. pp. 294-309
"Logic...is evolved out of a culture; it is not universal." In their writing non-native speakers may employ rhetoric and sequence of thought which violate expectations of native reader. Advocates teaching contrastive analysis of rhetoric to help foreign students form standards of judgment consistent with the demands made upon them by new education system.

Assess

Keepes, J. and Rechter, B. (1973) English and its Assessment. Victoria: Australian Council of Educational Research.
Study of reliability and consistency of English Expression exam marks in Victoria, led to many reforms by Victorian Universities and Schools Examinations Board. 1) Mark-remark study revealed need for selection of markers, briefing, double-marking, more essay questions, careful selection of items, etc. 2) Parallel exams give low correlations. Student performance varies depending on question even when they seem similar. Confidence in generalisations about ability limited. 3) Questions designed to test different skills and unequally weighted did not correlate with each other. Inadequate basis for assessing student's performance in English Expression. 4) Teachers not able to predict accurately students' results (even pass or fail) on exam. 5) Failure of HSC English Expression (Vic) did not seem to put a student significantly more at risk than those who passed when year 1 university results were studied. 6) Correlation of HSC exam results does not show science students performing more poorly on English Expression than humanities students. 7) Attitudes of tertiary teachers: 71% favoured required pass in Eng Exp for matriculation; uni science lecturers just as positive as humanities lecturers. University staff generally reject tertiary courses in Eng Exp.

Prac

Keller, P. (1982) Getting at the Core: curricular reform at Harvard. Cambridge, Mass: Harvard University Press.
A documentary recounting what was done and how in implementing the Harvard Core Curriculum, lacks theoretical discussion of issues of general education and curricular reform.

Res Theory

Kelly, M., Philp, H. and Lewis, J. (1982) Cognitive developments and language: some work in progress, Australian Journal of Education, 26 (1), 20-41.
Concerned with issue of relation between cognitive development and language. Piaget emphasises dominant role of cognition while Sapir-Whorf position is that language has determining influence on

cognitive processes. Experimental work with children of Australian and Greek backgrounds examinines relationship between conservation of length and knowledge of dimensional adjectives. Inconclusive by itself but authors question Piagetian conclusion.

Opinion Kotler, J. (1985) The scholar who helps me teach better: I. On I.A. Richards - and some other things, ABCA Bulletin (American Business Communications Association), 48 (1), 2-4.
Discusses several examples of "writing process" research indicating their shortcomings. Points to the work of I.A.Richards as an indication of the kinds of research that should be conducted.

Theory Res Prac Kroll, B. and Vann, R., eds. (1981) Exploring Speaking-Writing Relationships: Connections and Contrasts. Urbana, ILL: National Council of Teachers of English.
Need to examine long-held view that writing is highly dependent upon speaking and that speaking is primary (both in sense that it is acquired earlier and that it is "true" language). Essays offer: overview of linguistic studies, study of relationships between children's written and oral language skills with implications for teaching, consideration of oral and written language in societal context, review of methodological issues, consideration of ESL language learners and deaf language students, and discussion of pedagogy.

Theory Res Prac Kroll, B. and Wells, G., eds (1983) Explorations in the Development of Writing: Theory, Research and Practice. Chichester: John Wiley and Sons.
Collection of essays representing wide range of developing work on writing. Especially interesting are: the "theory" paper by Olson and Torrance stressing social and cognitive consequences of literacy; the "research" paper by Burtis, Bereiter, Scardamalia and Tetroe which focuses on development of planning in children's writing using protocol analysis.

Bibliog Larson, R. (1975-79) Selected bibliography of research and writing about teaching of composition, College Composition and Communication, May issues, volumes 26-30.
Regularly updates Tate (see reference below).

Res Laurillard, D. (1979) Research methods in student learning. Conference paper, European Association for Research and Development in Higher Education.
"...execution of task is at least partly dependent on the nature of the task, the style it demands and partly in the student's perception of the teaching that is relevant to it."

Theory Prac Bibliog Lindeman, E. (1982) A Rhetoric for Writing Teachers. New York: Oxford University Press.
Graduate text on composition, includes recent selected bibliography.

Res Loban, W. (1963) The Language of Elementary School Children. Research Report No. 1. Urbana, ILL: National Council of Teachers of English.
Found good correlation between reading ability and writing ability but up to 30% of sample were exceptions to the rule. Correlation strongest in oldest cohort.

Res — Lowenthal, D. and Wason, P. (1977) Academics and their Writing, Times Literary Supplement, 24 June.
Surveyed staff of University College, London. Poor response rate may suggest that subject of academic writing is taboo. Respondents reported procrastinating, having difficulty getting started. Attitudes ranged from enjoyment to distaste. Pleasure in ordering chaos, in process of clarification leading to self-understanding or to discovery. Those who planned most enjoyed writing least.

Prac — Lunsford, A. (1979) Cognitive development and the basic writer, College English, 41, 38-46.
Writing assignments can be structured to help college students build and exercise the skills on the final rung of Piaget's ladder of intellectual development: the skills of abstracting, synthesizing, and forming coherent, logical relations.

Theory — Mackay, R. and Palmer, J. eds (1981) Languages for Specific Purposes: Program Design and Evaluation. Massachusetts: Newbury House.
Introduction to theoretical perspective behind work like that of James and Swales which emphasises study of specific demands made on language by differing contexts.

Student Guide — Maimon, E., Belcher, G., Hearn, G., Nadine, B. and O'Connor, F. (1981) Writing in the Arts and Sciences. Cambridge, Mass: Winthrop.
A manual for students who have not yet been initiated into the conventions of academic discourse. Sections on writing in the humanities, social sciences and natural sciences. Emphasises communal nature of academic work, process of writing, explains conventions of whole discipline.

Res — Maimon, E. and Nodine, B. (1978) Measuring syntactic growth: errors and expectations in sentence-combining practice with college freshman, Research in the Teaching of English, 12, 233-44.
As topics grew more demanding, college freshmen wrote sentences of less syntactic complexity.

Opinion — Marius, R. (1985) The precarious opportunity: the university writing program, Phi Kappa Phi Journal, LXV (4), 16-20.
Notes lowly status of writing teachers but believes change is in the wind. Importance of training writing teachers, and of training other teachers to teach writing.

Res Prac — Marton, F., Hounsell, D., and Entwistle, N. eds (1984) The Experience of Learning. Edinburgh: Scottish Academic Press.
Notes tension between requirements of studying, writing lots of essays, and assessment, and learning in true sense. Students who fail to see the essay as advancing an argument do not collect information with any focus, and they emphasise mechanical aspects of arrangement in planning. Little opportunity for reflection which might aid their understanding of teachers' expectations of argument.

Res Theory — Matsuhashi, A. and Quinn, K. (1984) Cognitive questions from discourse analysis: a review and a study, Written Communication, 1 (3), 307-39.
Reviews discourse analytic and text comprehension studies for their contribution to cognitive process view of writing and reports research on ways in which semantic propositions reflect sentence-level planning patterns.

Prac — McDonald, W. (1978) The revising process and the marking of student papers, College Composition and Communication, 29 (2), 167-70.
Advocates allowing students to submit draft papers for comments before finished product is graded. Place emphasis on coherence and unity first. Later take up mechanics.

Assess — McDonell, W. (1975) Testing for Student Selection at Tertiary Level. Hawthorn, Vic: Australian Council for Educational Research.
Survey of literature (huge bibliography), practices overseas, and development of Australian tests. Discusses validity of selection procedures and problem of failure rate. Raising entrance standards seems unlikely to decrease failure rate significantly since so many other variables intervene. Opinion turning to the belief that the universities must assume responsibility for students - most of whom are capable of success if properly directed, guided and taught. Attempts to create Australian aptitude tests to aid selection of students not successful.

Prac — Mellon, J. (1969) Transformational Sentence-Combining. Urbana, ILL: National Council of Teachers of English.
Instructional technique to replace teaching grammar, making students aware of the resources of sentence structures for conveying relative importance of ideas.

Student Guide — Mills, G. and Walter, J. (1978) Technical Writing. New York: Dryden Press (Holt-Saunders).
Discusses style and differences of technical writing from other types of writing.

Res Theory — Mittins, W., Salu, M., Edminson, M., and Coyne, S. (1970) Attitudes to English Usage. London: Oxford University Press.
Report of 457 responses to survey of acceptability in different language situations of specific disputed usages. Nearly 3 to 2 in favour of rejecting disputed phrases. Authors seek a balance between recognising that language conventions change (descriptive) and the need to encourage correct usage (prescriptive).

Res — Mitzel, H. ed (1982) Encyclopedia of Educational Research, 5th ed. (4 vols). New York: Macmillan. (Previous eds, 1941, 1950, 1960, 1969).
Contains critical articles which review, synthesise and interpret reported studies in education. Entries do not catalog past research exhaustively but do offer serious selected coverage based on the more inclusive serial education bibliographies. Most interesting articles on composition research are those on English language, grammar and composition. Student of field must consult all editions as new one does not replace preceding.

Prac — Moffett, J. (1981) Active Voice: a writing program across the curriculum. Montclair, N.J.: Boynton/Cook Publishers Inc.
Believes higher abstractions of essay form derive in stages from

lower abstractions formulated more personally and fictionally at first. Program progresses from personal informal writing to more formal abstract forms. Holistic or global approach to teach grammar, punctuation, logic, semantics, style, rhetoric, aesthetic form through writing and workshop discussion of the writing. Has been used at tertiary level. Teaching the Universe of Discourse (1968) discusses translation of discursive spectrum into disciplines or subjects.

Student Guide — Monroe, J., Meredith, C., and Fisher, K. (1977) The Science of Scientific Writing. Dubuque, Iowa: Kendall/Hunt.
Highly recommended by Walvoord (see reference below).

Prac — Murray, D. (1968) A Writer Teaches Writing. Boston: Houghton.
Includes good examples of professional revising.

Res — Myers, M. (1985) The Teacher-Researcher: How to Study Writing in the Classroom. Urbana, ILL: National Council of Teachers of English.
Ways teachers can analyse writing samples and the writing process to meet the needs of a school or program assessment. Also promotes teacher research by providing examples of different ways school teachers can study writing in their classrooms.

Assess — Neel, J. (1974) Comparing various approaches to theme grading, Education, 95, 92-3.
Concluded higher reliability is associated with grading for grammatical errors rather than for content and that themes graded for content get higher marks than themes graded for grammar.

Prac — Nightingale, P. (1986) Improving Student Writing. Sydney: HERDSA Green Guide No. 4.
A manual for teachers in all disciplines suggesting what they may do to help students write better as they teach their subjects.

Res Opinion — Nightingale, P. (1984) Higher School Certificate English and University Selection, Research and Educational Futures: Technology, Development and Educational Futures. Perth: Australian Association for Research in Education. pp. 629-33.
Argues that using New South Wales HSC English results to try to bar entry of students with poor writing skills is inappropriate.

Res Prac — Nightingale, P. (1984) High School English and the University, TERC Internal Report No.17. Kensington: University of New South Wales.
A discussion paper covering issues related to selection of students for admission to the University of New South Wales, and the usefulness/ appropriateness of HSC English as a discriminator between students of differing abilities in written expression.

Prac — Nightingale, P. (1983) Improving students' writing: a case study, in I. Moses, ed, Higher Education Research and Development, Vol. 6. Sydney: Higher Education Research and Development Society of Australasia. pp. 285-96.
Summarises several years of work at Macquarie University to develop an appropriate institutional approach to the improvement of students' writing. Why various selection procedures were rejected in favour of attempts to identify and assist students at risk. Importance of enlisting all subject teachers.

Assess Northey, L. (1984) The relationship between English skills and academic performance. Report of a study conducted by the Educational Development Unit, Chisholm Institute.
Performance in English examinations should not be used as a predictor of academic success in certain courses. Also doubt validity of English Skills Assessment test battery as measure of basic skills.

Prac Novak, J. and Gowin, B. (1984) Learning How to Learn. Cambridge: Cambridge University Press.
Suggests introduction of concept mapping as useful in breaking blank page syndrome. Should be even more significant in helping students appreciate or formulate the structure of their knowledge so they can convey it. A chapter of suggestions for improving educational research.

Res Prac Theory Nystrand, M. ed. (1982) What Writers Know: the language, process and structure of written discourse. New York: Academic Press.
Collection tries to reach understanding of what a writer does/knows/needs to know to write well. Applebee condemns the narrow and unproductive writing tasks typical of schoolwork. Bartlett looks at students' abilities to revise their texts (which are not very good). Steinmann reminds us how little we know about what makes some writing highly effective rather than merely correct. R. de Beaugrande notes differences between speech and writing and suggests that students may be taught to revise the errors in writing which are introduced from speech.

Theory Prac Odell, L. (1973) Piaget, problem-solving and freshman composition, College Composition and Communication, 24, 36-42.
Relation between writing and higher-order learning.

Res Prac Theory Odell, L. and Goswami, D. (1985) Writing in Nonacademic Settings. New York: The Guilford Press.
Only recently has research on writing moved out of academic settings to study writing in business, government and industry - the forms it takes, its rhetorical and conceptual demands. Essays on demands of workplace, structure of discourse, effect of electronic technologies on writers, social nature of written communication.

Prac O'Hare, F. (1973) Sentence-combining: improving student writing without formal grammar instruction. Urbana, ILL: National Council of Teachers of English.
A very influential text on this technique for improving students' writing without teaching grammar (traditional or structural).

Theory Computer Olson, D. (1985) Computers as tools of the intellect, Educational Researcher, 14 (5), 5-8.
Becoming literate incorporates achieving greater explicitness in language, recognition that meaning and interpretation may differ. Computer training may enhance ability to distinguish between intended meaning and interpretation because computer demands perfectly explicit communication.

Theory Olson, D. (1977) From utterance to text: the basis of language in speech and writing, Harvard Educational Review, 47, 257-81.
"In this far-ranging essay Olson attempts to reframe current controversies over several aspects of language, including meaning, comprehension, acquisition, reading and reasoning. Olson argues

that in all these cases the conflicts are rooted in differing assumptions about the relation of meaning to language: whether meaning is extrinsic to language - a relation Olson designates as 'utterance' - or intrinsic - a relation he calls 'text'. On both the individual and cultural levels there has been development, Olson suggests, from language as utterance to language as text. He traces the history and impact of conventionalised, explicit language from the invention of the Greek alphabet through the rise of the British essayist technician. Olson concludes with a discussion of the resulting conception of language and the implications for the linguistic, psychological, and logical issues raised initially." [Editor's introduction]

Theory Olson, D., Torrance, N., and Hildyard, A. eds (1985) Literacy, Language, and Learning: the nature and consequences of reading and writing. London: Cambridge University Press.
Collection of papers by cognitive psychologists, anthropologists, historians, sociologists, linguists, educators on nature and consequences of literacy. Emphasises central role of written language. Focus on young learners.

Prac Olson, G. (1983) Using a tape to respond to student writing, Improving College and University Teaching, 31 (3), 131-3.
Advocates use of cassette recorder to provide effective, efficient and personal feedback on student writing.

Prac Opie, B. (1983) Writing, Curriculum and Assessment, Occasional Paper Number Eleven. Victoria University of Wellington: University Teaching and Research Centre.
To bring about significant improvements in student critical writing (in English literature), there must be much more writing and less reading. Such a curricular change leads to redefinition of the goals and purposes of undergraduate study.

Theory Bibliog Pattison, R. (1982) On Literacy: the Politics of the Word from Homer to the Age of Rock. New York: Oxford University Press.
Attempts to provide accurate definition of literacy. Early chapters describe general conditions of literacy by examining its operation in past societies. Later chapters set contemporary problems in framework of this cultural history. Excellent discursive scholarly wide-ranging bibliography.

Res Perkins, D., Allen, R., and Hafner, J. (1983) Difficulties in everyday reasoning, in W. Maxwell, ed, Thinking: The Frontier Expands. Philadelphia: Franklin University Press.
Empirical work on students' construction of arguments. Authors point out that most people function as 'makes sense epistemologists'. Once they reach a line of argument that makes superficial sense, they see no need to develop additional supporting lines of argument or to consider the other side of the case. It is as though avoidance of cognitive load rather than epistemic needs dominates their behaviour.

Prac Peters, M. (1967) Spelling: Caught or taught? London: Routledge and Kegan Paul.
Aimed at pre-tertiary teachers, but interesting to those who despair of ever helping students spell better. Recommends strategies ranging from use of list of spelling demons to improving visual imagery.

Theory Phelps, L. (1984) Foundations for a modern psychology of composition, Rhetoric Review, 3 (1), 30-37.
Implications for composition of new ideas about the constructive power of the human mind and the primacy of context. Considers how the concept of psychology of composition suggests a different interpretation of what it means for composition to be an interdisciplinary field. Explores the character and significance for composition of "syntopical studies" and draws on syntopical reading of the psychological literature to lay the foundations for a possible modern psychology of composition.

Res Pianko, S. (1979) A description of the composing processes of college freshman writers, Research in the Teaching of English, 13: 13.
Composing rate just over 9 words/minute for both remedial and traditional students. 11.4 and 23.4 pauses for remedial and traditional students respectively. 86 seconds prewriting time.

Assess Quellmalz, E.S. (1984) Designing writing assessments: balancing fairness, utility and cost, Educational Evaluation and Policy Analysis, 6 (1), 63-72.
Discussion of problems of assessing writing ability and how to achieve such assessment more fairly and usefully. Important to remember that test must reflect teaching goals, that students' achievement varies with different questions, that marker variation is large unless briefing is thorough, etc.

Prac Res Quintrell, N. ed (1985) Learning to Learn: Language and Study Skills in Context. Adelaide: Flinders University.
Papers of the Sixth annual Australasian Study Skills Conference.

Prac Raaheim, A. (1984) Can students be taught to study? An evaluation of a study-skill program directed at first year students at the University of Bergen, Scandinavian Journal of Educational Research, 28 (1), 9-15.
Describes an experiment in which 21 first year university students were trained in study techniques, then followed through their first examination. When their examination results were compared with those of control groups, statistically significant differences were found, indicating that elaborate study skills can be learned and may facilitate learning and understanding.

Bibliog Research in the Teaching of English
Regularly publishes annotated bibliographies of research in the teaching of English, usually covering six months' literature at a time, Spring and Fall .

Assess Rechter, B. (1970) Admission to Tertiary Studies: an account of an experimental test battery and a proposal for its use. Hawthorn, Vic: Australian Council for Educational Research.
Reports ACER project to devise aptitude tests (including writing). Wanted to get away from syllabus-restricting external exams while still offering a predictor of university success. McDonell reports the failure of the tests.

Prac Rizzolo, P. (1982) Peer tutors make good teachers: a successful writing program, Improving College and University Teaching, 30 (3), 115-19.
Title self-explanatory

Res Prac — Robinson, H. ed (1977) Reading and Writing Instruction in the United States: Historical Trends. Newark, DE: International Reading Association.
Historical review of research and instruction in reading and writing.

Assess — Sanders, S. and Littlefield, J. (1975) Perhaps test essays can reflect improvement in freshman composition, Research in the Teaching of English, 9, 145-53.
Impromptu essays showed no improvement at end of course but researched papers did.

Prac — Santelmann, P. (1981) Writing as Process, Improving College and University Teaching, 29 (2), 67-70.
Emphasise the process of writing rather than the product in teaching.

Prac — Scardamalia, M., Bereiter, C. and Fillion, B. (1981) Writing for results: a sourcebook of consequential composing activities. Toronto: Ontario Institute for Study of Education Press. Also LaSalle, ILL: Open Court Publishing Company.
Based on premise that we are not helping students - may be interfering with their development of strategies if we give them hard tasks before they have necessary resources. Idea integration is achieved by adults when they break task up - reread, revise, plan more, reorganise, etc. But unskilled try to do the whole task at once.

Bibliog/ Computer — Schwartz, H. and Bridwell, L. (1984) A selected bibliography on computers in composition, College Composition and Communication, 35 (1), 71-7.
Extremely useful because highly selective. Includes material on latest developments: what programs available, how CAI and word-processing being used together in instruction and with what results. References selected to combine practice with framework of composition theory.

Student Guide — Scott, B. (1984) Communication for Professional Engineers. London: Thames Telford Ltd.
Sections on speaking, writing, chairing and attending meetings, interviews.

Bibliog — Scott, P. and Castner, B. (1983) Reference sources for composition research: a practical survey, College English, 45 (8), 756-68.
Presents a discursive survey of bibliographic resources in historical rhetoric and current composition research with annotated bibligraphies for the more important sources.

Res Theory — Scribner, S. and Cole, M. (1981) The Psychology of Literacy. Cambridge, Mass.: Harvard University Press.
Anthropological study of Vai people suggests that the important consideration in psychology of literacy is not the medium for transmitting language but the manner in which language is used.

Theory Shafer, R. (1981) A British proposal for improving literacy, The Educational Forum, 46 (1), 81-96.
Excellent summary of the evolution of theory behind James Britton's group's proposals which eventually became the British language across the curriculum movement. Importance of using written version of "expressive" (personal, internal) language as a tool for learning.

Theory Shatz, M. (1978) The relationship between cognitive processes and the development of communication skills, in B. Keasey, ed, Nebraska Symposium of Motivation. Lincoln: U. of Nebraska Press.
Theory of the limits of cognitive resources. Necessity of dividing complex tasks into subtasks. If we "know" subtask well, workload is reduced so attention can be given to other aspects of subtask. Thus, limited capacity can be stretched.

Prac Res Shaughnessy, M. (1977) Errors and Expectations: a guide for the teacher of basic writing. New York: Oxford University Press.
Teaching Basic Writing to Open Admission students in New York City. Book tries to analyse what sources of difficulty really are. Finds pattern and logic in the errors of BW students. Their inability to move from spoken to written language, because written sentences much more complex. Their need to learn to reason about language. Their need to acquire the vocabulary of subject areas. Their need to begin to use language (written) to advance thought. Invaluable and inspirational guide for anyone who teaches writing - not just basic writing.

Prac Smye, R. (1984) Invention for the basic writer, English Quarterly, 18 (2), 45-53.
Reviews what researchers have found out about prewriting and postulates how this information can help teachers promote growth in writing. Planning occurs not just at beginning of task but through most of the writing task as writer uses generated text to help plan. Suggests even basic writers must develop planning strategies as early as possible and structuring prewriting activities should help.

Res Sommers, N. (1978) Revision strategies of student writers and experienced writers. Conference paper, Modern Language Association.
Study of revision strategies shows good writers constructing holistic goals, looking at effect of draft, seeking framework/pattern/design for argument, and observing patterns of development deciding what to include and what to exclude. Revise in cycles attending to specific concerns in each one.

Res Prac Sommers, N. (1982) Responding to student writing, College Composition and Communication, 33, 148-56.
Study of routine paper marking by college teachers. Finds teachers repeating comments though papers and students change. Often vague and confused in purpose - both seeing paper as finished but poorly edited and as in process and needing clarification of thinking.

Opinion Spencer, M. (1986) Review: Olson, Torrance, and Hildyard, Literacy, Language and Learning, Educational Review 38 (2), 199-201.
Says it is an important book but wishes it considered more the part literacy plays in lives of societies and individuals,

including the induction of children into set of social practices and educational insistence that keeps children reading and writing at school. Asks for what purpose do we learn to read and write?

Res — Stallard, C. (1974) An analysis of the writing behavior of good student writers, Research in Teaching of English, 8, 206-18.
A persistent problem in the teaching and evaluation of writing is that of the criterion of excellence. This study seeks to define the behaviors of the good writer in order to begin to define that criterion. Skilled writers take longer on task overall and in prewriting but don't write more. Make more formal and lexical changes but not more graphical or syntactic revision. Read/ contemplate at intervals during writing. Express concern for having clear purpose in writing. Significance of the behaviours of good writers as they differ from others is in what they might suggest about good writers' cognitive processes. These behaviors seem to support Britton's idea that writing may in itself be an act of perception and conceptualisation.

Res Prac — Sternglass, M. (1986) The relationship of task demands to cognitive level, Educational Review, 38 (2) 161-68.
Examined three papers of different task demands from each of subjects. Found that individual's work demonstrated different cognitive levels depending on task and student engagement with it. Concludes: it is necessary to examine several pieces of writing to draw conclusions about competence as writer; it is possible and desirable to design sequence of tasks to foster cognitive growth; sequences give students chance to demonstrate strategies they are capable of and to foster new ones.

Opinion — Stotsky, S. (1983) The politics of literacy teaching in the 1980's, Harvard Educational Review, 53 (1), 60-67.
Review article: Exploring Speaking-Writing Relationships, Kroll and Vann, eds. Many of articles in book stress use of speech to help develop writing skills but Stotsky believes reading plays a much more important role and anthology fails because it lacks support from existing research, particularly into role of reading.

Theory — Stubbs, M. (1980) Language and Literacy: the Sociolinguistics of Reading and Writing. London: Routledge and Kegan Paul.
Concentrates on sociolinguistic functions of reading and writing. Chapters on spoken-written continuum and nature of spelling system in English (written language pays more attention to disambiguating word meaning than spoken language does). Useful book for teachers because so systematic in analysis of language.

Theory Prac — Sudol, R. ed (1982) Revising: New Essays for Teachers of Writing. Urbana, ILL: National Council of Teachers of English.
Adds sixteen essays to growing body of literature on revising and addresses four areas of revising activity: editing, critical thinking, teaching, and learning. Includes essays that focus on curriculum and classroom applications and on the dynamics of student-teacher communication.

Res Prac — Swales, J. (1984) Research into the structure of introductions to journal articles and its application to the teaching of academic writing, in R. Williams and J. Swales, eds, Common Ground: Shared Interests in ESP and Communication Studies. Oxford: Pergamon. pp. 77-86.
From analysis of published materials, "rules" (or rather a guide)

for acceptable practice in introduction writing are derived. Exercises to teach this practice are suggested.

Theory Bibliog — Tate, G. ed (1976) Teaching Composition: Ten Bibliographic Essays. Fort Worth, Texas: Texas Christian University Press.
Good work for orientation to modern attitudes and approaches. Essays cover such topics as invention, style, modes of discourse, basic writing, rhetorical analysis, and links between composition and related fields such as linguistics, speech, education, psychology, and dialect study.

Prac — Taylor, G. (1978) Coming to terms with English expression in the university, Vestes, 21 (3-4), 34-7.
Argues that students' poor written English is often bound up with their confusions about the content and rhetoric of various disciplines. Use of language specialists to assist subject specialists in clarifying the nature and source of difficulty is seen as possible solution to the problem.

Theory — Vygotsky, L. (1962) Thought and Language Cambridge, Mass: MIT Press.
Language as aid to problem-solving. Complexity of literacy, higher order skills to be learned. Opposite end of theory spectrum from Piaget.

Prac — Walvoord, B. (1982) Helping Students Write Well: A Guide for Teachers of All Disciplines. New York: Modern Language Association of America.
Emphasis on teaching writing as process and tool, varying task and audience, revising and polishing mechanics after thought organised. Many practical suggestions for teachers to help students achieve focus, develop and support ideas, improve style. Part Two covers grammar, usage, punctuation, spelling. Reference to research findings and work of 'best' writing teachers.

Prac — Webb, C. and Drury, H. eds (1983) The Communication Needs of Tertiary Level Students, proceedings of the Australasian Tertiary Study Skills Conference. Sydney: University of Sydney Language Study Centre.
Emphasis in many papers on subject-specific language demands and inability of study skills advisers to fix all problems by themselves and out of context.

Assess — Weiss, D. and Jackson, R. (1983) The validity of the Descriptive Test of Language Skills: relationships to direct measures of writing ability and to grades in introductory English courses. New York: College Entrance Examination Board, Report No. 83-4.
Data from a study of the DTLS concerning 4234 students at 16 colleges spread across the USA were used as a basis to develop a statistical study of the predictive validity of the DTLS with regard to essay writing and course marks. With various samples of students it was shown that the test had a moderate predictive power for essay scores, though it consists mostly of multi-choice questions. The predictive power was less good for course marks in English, but nevertheless roughly equal to the commonly used Scholastic Aptitude Test.

Res — Weiss, R. and Walters, S. (1979) Research on writing and learning: some effects of learning centered writing in five subject areas. Session on research in composition, NCTE Convention, San

Francisco, March 1979. (ERIC ED 191 073)
College students showed greater command of a subject they had written about than a subject they had only read or heard about.

Opinion Wells, G. (1979) Language, literacy and educational success, New Education, 1, 23-34.
Takes broad view of literacy as involved in thinking and problem-solving.

Res West, W. (1967) Written composition, Review of Educational Research, 37 (2), 159-67.
Survey of research on teaching composition in early 60's. Very 'teacher-centred', trying to judge effects of different interventions by setting up experimental and control groups. Few such studies gave results that were conclusive enough to revolutionise classroom practice.

Assess White, E.M. (1985) Teaching and Assessing Writing: Recent advances in understanding, evaluating, and improving student performance. London: Jossey-Bass.
Focus of book is on assessment of writing. Author a proponent of holistic marking. Excellent discussion of how to create, score, analyse big tests of writing ability. Perhaps more interesting to majority would be Chapter 9 on recent writing research, Chapter 12 on continuing issues in teaching and assessing writing, and Chapter 13 on helping students improve their writing.

Res Prac Wilcox, T.W. (1973) The Anatomy of College English San Francisco: Jossey-Bass.
Study of English teaching at tertiary level in the USA - from staffing and tenure to English in first year and special honours programs. Trend for departments to divest themselves of non-literature courses except for freshman English, which came to dominate department economics and policy: represented 40% of teaching effort in departments. 93.2% of all universities required at least one term of English of all students, 75% take a second term. 55.6% of all institutions provided remedial courses in 1960; number declined during 60's but was rising again when Wilcox wrote.

Assess Wilkinson, A., Barnsley, G., Hanna, P., and Swan, M. (1980) Assessing Language Development. Oxford: Oxford University Press.
Very narrow view of linguistics and ignorance of nature of language flaws book which argues for enlarging scope of assessment of language into moral, affective and cognitive domains.

Prac Wilkinson, M. ed (1986) Aspects of English Composition, special issue of Educational Review, 38 (2), June.
Most of the seven articles are about school age writers. Three look at development of ability in 1) narrative, 2) explanation, 3) argument. One suggests word processor facilitates revision. Sternglass looks at "Relationship of task demands to cognitive level" in first year university writing.

Theory Prac Williams, R. and Swales, J. eds (1984) Common Ground: Shared Interests in ESP and Communication Studies. Oxford: Pergamon.
An introduction to field of English for Special Purposes. Includes essays by Ballard, James and Swales which are excellent examples of theory in action.

Theory Prac
Wolf, M. (1985) The scholar who helps me teach better: II. S.I.Hayakawa's Scholarship and the teaching of business communication, ABCA Bulletin, 48 (1), 5-7.
Discusses Hayakawa's contributions to the literature of semantics and explains how these relate to technical and business writing, and how to adapt this scholarship to teaching.

Opin Prac
Wray, V. (1983) Who should teach writing? Change, 15 (6), 36, 50-2.
All departments must be involved in teaching writing and should cooperate to provide a single definition of "good" writing. "Good" writing is not merely grammatical writing and it is not writing as talking. Audience and purpose are controlling issues. Purpose easier to derive if assignment presented as a question. Advocates an institution-wide adoption of minimal grammatical requirements for passing and of set of simple criteria for grades based on focus and development of paper.

Prac
Wright, J. (1982) Learning to Learn in Higher Education. London: Croom Helm.
Chapter 6 deals with the problems of overseas students and institutions where they study. Raises doubts about the effectiveness of language tests as predictors of University success, since language problems are compounded by cultural and socio-economic factors. Difficulties in speaking and in understanding spoken English form first crisis, then writing; reading texts very slow work.

Student Guide
Young, R., Becker, A., and Pike, K. (1970) Rhetoric: Discovery and Change. New York: Harcourt Brace Jovanovich.
Concept of writing as problem-solving, especially chapters 5-7.

Res Prac
Young, A. and Fulwiler, T. eds (1986) Writing Across the Disciplines: Research into Practice. Upper Montclair: Boynton/Cook.
Describes impact of a writing-across-the-curriculum program at Michigan Technological University. Sections on the formation of community in establishing program and its purpose, on evaluation of program, on research projects on writing and learning which were conducted, and on problems and perspectives on the program. Specific essays on writing in psychology, biology, engineering, maths and literature. Also on staff development issues.

Theory Prac
Zoellner, R. (1969) 'Talk-write: a behavioural pedagogy for composition', College English, 30 (4), 267-320.
Questions the basic assumption he believes lies behind teaching composition: the instrumental metaphor which asserts that the written word is thought on paper. Textbooks are product-oriented rather than process-oriented. Students can speak their ideas but cannot write them; problem seems not to lie in realm of thought. Suggests that operant learning principles may lead us to a new pedagogy which emphasises talk-write sequence rather than think-write.

Arms, V. (1983) Computers, creativity, and composition, in S. Burton and D. Short, eds, Proceedings, Sixth International Conference on Computers and the Humanities, pp. 4-7.
Arms (Drexel University, Philadelphia) researching how computer affects composition and experimenting to find best methodology to incorporate computer in classroom. Students have basic skills, but do not have good writing strategies. Using minicomputer (PRIME 550), AFCAD wordprocessing and special programs, CREATE and FORMAT, which focus on logical development of composition. Editing, revision, and proofreading made relatively easy. Students approve.

Arms, V. (1984) A dyslexic can compose on a computer, Educational Technology, 24 (1), 39-41.
Tech writing teacher and engineering student. Word processor used to make writing process easier for student.

Auten, A. (1984) How to find good computer software in English and language arts, ERIC Digest. Urbana, ILL: ERIC Clearinghouse on Reading and Communication Skills.
Recommends subscription publications, professional associations, consortia and online sources of information on software in area.

Bean, J. (1983) Computerized word-processing as an aid to revision, College Composition and Communication, 34, 146-48.
"...computer can help beginning writers learn to revise initial drafts with less emphasis on lexical substitution and grammatical correctness and with more emphasis on progressive reshaping of ideas through successive drafts."

Brockman, R. and McCauley, R. (1984) The computer and the writer's craft: implications for teachers, Technical Writing Teacher, 11 (2), 125-35.
How computers affect the craft of writing and approaches to teaching writing. Notes that Collier and others suggest students will need to be taught about the potential of the microcomputer if they are to exploit it fully and they will need warning about some of the proofreading and style aids which may not actually do much to improve their production if not used intelligently. Students also need to learn "strategic implementation of multiple drafts", and the effective use of layout, graphics and macropunctuation (eg. bold or enhanced type) available through integrated software like VISION.
Argues that writing process itself is not logically changed, even though the mechanics of doing it are, if one is producing paper text with a computer. However, "online documents" using graphic capabilities etc do require different writing processes.

Burns, H. and Culp, G. (1980) Stimulating invention in English composition through computer-aided instruction, Educational Technology, 20, 5-10.
Presents open-ended interactive CAI programs for invention in writing: Aristotelan topics, Burke's pentad, and the tagmemic method of Young, Becker, and Pike.

Castner, B. (1983) Composition and literature: learning to write with computer terminals, in S. Burton and D. Short, eds, Proceedings, Sixth International Conference on Computers and the Humanities, 79-82.
Using computer terminals scattered around University of South Carolina campus to teach standard freshman literature and composition class of

computer novices. Subject is not overwhelmed by computer difficulties. Students revise more, most draft papers a number of times. He comments on drafts stored in computer memory. Technical problems can be discouraging and teacher needs to encourage some students and make allowances. But benefits outweigh problems. Looks forward to overcoming most with a roomful of microcomputers and printers.

Chandler, D. and Marcus, S. eds (1985) Computers and Literacy. Milton Keynes: Open University Press.
Eight essays on language arts and computers. Authors consider how electronic text makes different demands on readers, how micros may be used to encourage talk in classroom. Creative suggestions for classrooms. Chapter on evaluating software and on designing it. Also warning of possible dehumanising effects of uncreative use of technology. Software lists.

Chew, C. ed (1984) Computers in the English Program: Promises and Pitfalls. New York State English Council.
Collection of 14 articles. Grouped under headings: "The Computer in the English Program: District-Classroom-University", "Software Evaluation and Selection", and "Computer Uses: Professional and Personal". Optimistic about the possibility of introducing both teachers and students to computers relatively painlessly.

Collier, R. (1983) The word processor and revision strategies, College Composition and Communication, 34 (2), 149-55.
A study of the effects of computer-based text editors on the revising strategies of inexperienced writers. Subjects made two-thirds more substitutions, engaged in twice as much reordering, and increased their manipulation of words, phrases, and clauses. "The more intricate kinds of revision, particularly those applied to larger domains of text or to text as a whole may strain a student's conceptualizing powers....Most inexperienced writers are not able to juggle successfully the demands placed on short and longterm memory by revision that requires more than simple addition, deletion, or substitution."

Computers and Composition, 1 (1) (Nov 1983) - 2 (3) (May 1985).
Very short articles on specific applications, research projects in US colleges and universities. A good source of both ideas and contact persons. From Vol 2, No 4 changed format and began to include longer articles.

Computers and Composition (May 1985), 2 (3). Reports from participants in special interest group at Conference on College Composition and Communication.
Brief reports of projects on US campuses - software development, use of word processing, research into computers in teaching writing, and research using computers to collect and analyse data.

Computers and Composition (1985) Special issue. Selected papers from the Conference on Computers in Writing: New Directions in Teaching and Research. University of Minnesota, April, 1984.

Covey, P. and Southwell, M. (1983) Using computers in teaching reasoning and writing, Collegiate Microcomputer, 1 (2), 141-6.
Report of July 1982 Carnegie-Mellon conference on computers to teach reasoning and writing. Conferees agreed: 1) Formal logic can be integrated with teaching of informal reasoning skills and compositional heuristics; 2) It is useful to view composition on a problem-solving model and as analogous to more apparently tractable tasks like structured programming

and formal argument construction; 3) It is essential to address expressly the skills requisite to reason through what is being written about - stress writing across the curriculum, give more attention to the methods of disciplines in teaching composition; 4) computer promises many applications and benefits.

Cross, J. and Curey, B. (1984) The effect of word-processing on writing. Conference paper, meeting of American Society for Information Sciences. Half of students in a freshman English course used word processing. Compared with other half on attitude (anxiety, reaction); performance (organization, idea development, grammar, sentence structure, grade); the writing process (brainstorming, outlining, etc) and computer resource costs. Overall effect of wordprocessing on writing varies with writer. No general statements about effect possible, but will continue with its use because it fits well with emphasis on process in writing ; students like it; no major failures; and possible changes in writing behaviour occurred.

Culp, G. (1986) An Apple for the Teacher: Fundamentals of instructional computing. Monterey: Brooks/Cole.

Daiute, C. (1983) The computer as stylus and audience, College Composition and Communication 34 (May), 134-45.
How computer text editor (or word-processing) can help overcome physical and psychological constraints on student writers. Constraints range from slowness and tedium of writing by hand and recopying to limits of short-term memory and achieving objectivity toward own work. Based on psycholinguistic research.

Daiute, C. (1985a) Using microcomputers in elementary language arts instruction, ERIC Digest. Urbana, ILL: ERIC Clearinghouse on Reading and Communication Skills.
"....in spite of enthusiastic anecdotal evidence, formal research has not yet shown that [elementary] students make more mature revisions simply by using a computer." Suggests that students need instruction if there is to be change in revising strategies and that they need guidance in using data base programmes, prompting programs, etc.

Daiute, C. (1985b) Writing and Computers. Reading, MA: Addison-Wesley Publishing Co.
Summarizes writing development from first grade through college levels and discusses computer applications that best fit each phase. Believes computer can increase the social aspects of written communication and enhance the process writing approach. Computer tools for prewriting, composing, revising, editing. Word processing more useful for people who plan first rather than those who write to discover ideas, then revise. But latter can learn to use the special capabilities of the machine for their own purposes.

Dalgish, G. (1985) Computer-assisted ESL research and courseware development, Computers and Composition, 2 (4), 45-62.
Description of computer-assisted research to determine kinds of errors most commonly exhibited by ESL students at City University of New York. Also describes development of courseware for CAI writing program focusing on these errors.

Davis, J. and Davis, H. (1983) Computers in Teaching English, Focus, (Spring issue) Southeastern Ohio Council of Teachers of English.
Special issue, 25 articles on computer uses for teaching basic writing,

technical writing, nontraditional students, the semiotics of reading, and more. Selected annotated list of resources for computer use in English instruction.

Davis, K. ed (1983) The Computerized English Class, Kentucky English Bulletin, (Fall).
Compilation of articles including broad survey of computer use for administration, instruction, and research in English, applications in teaching writing, and in reading.

Elias, R. (1984) Will computers liberate the comp drudge? Alexandria, VA: ERIC Document Reproduction Service.
Argues that the computer can improve writing instruction only if it is integrated into a systematic pedagogy that distinguishes between writing behaviour and higher order cognitive skills, with the computer left to help with more mechanical writing problems and instructors freed to help students develop higher-level skills.

Etchison, C. (1985) Who's making the decisions - people or machines? Computers and Composition, 2 (4), 17-26.
Argues against using the computer to teach writing from a reductionist approach (emphasising the smallest elements of language use such as rules of grammar) and in favour of employing its power to advance holistic approaches to language learning (in which overall structure and meaning is the starting point for learning about language). Evaluation of any writing program should ask simply whether it results in students producing better quality writing.

Evans, R. (1983) Taking a hard look at software. What about wimpy software? Alexandria, VA: ERIC Document Reproduction Service.
Suggests that by using existing authoring systems and word processing programs, English teachers can create their own lessons. Recommends the use of Apple Super Pilot, Bank Street Writer, and composition tutorial programs.

Feldman, P. (1984) Personal computers in a writing course, Perspectives in Computing, 4 (1), 4-9.
Word processing packages in experimental business writing course at Univ. of South Carolina. Micros made writing and revising more interesting and easier.

Feldman, P. (1984) Using Microcomputers for College Writing - What Students Say. Conference paper: Delaware Valley Writing Council and Villanova University English Department.
Reports students' favourable evaluation of using micros (IBM -PC/WordStar) in writing course. Students believe their writing style changed - an area which needs research. Usual reports of more revision, greater pleasure in writing. A Literature colleague believed the Business Writing students were doing better on Poetry essays as well.

Frase, L. (1984) Knowledge, information and action: requirements for automated writing instruction, Journal of Computer-Based Instruction, 11 (2), 55-59.
Some theoretical basis provided for favourable evaluation of potential of Writers Workbence software.

Freedman, S. ed (1984) The Acquisition of Written Language: Revision and Response. Norwood, N.J.: Ablex.
Includes essays on computing and word processing and their effect on revision.

Halpern, J. and Liggett, S. (1984) Computers and Composing: How the New Technologies are Changing Writing. Carbondale, ILL: Southern Illinois University Press.
Review of 5 new communication systems (like audio mail and interactive telecommunication). Focus on dictation/word processing systems, which they argue will become increasingly prevalent, and which combine skills of speaking, listening and writing. Attempts to 1) acquaint teachers with the potential of computers, 2) show them what changes writers may have to make in their composing habits, and 3) inform teachers of the changes they may have to make in course syllabi to prepare students for the electronic world.

Hocking, J. (1983) The impact of microcomputers on composition students. Alexandria, VA: ERIC Document Reproduction Service.
Based on the experience of introducing microcomputers into a traditional freshman composition course, concludes that computer use 1) will not reduce the amount of work the instructor must do; 2) is a viable alternative to traditional methods for teaching composition; 3) is almost certain to change drastically; and 4) could change the present instructional situation, such as reducing class size.

Hunter, L. (1983) Basic writers and the computer. Alexandria, VA: ERIC Document Reproduction Service.
Describes a college remedial composition course in which students were required to write all their papers on a microcomputer. In an evaluation of the course, students reported that they used the computer for drafting papers and for prewriting. Randomly selected papers indicated that paragraph addition, deletion, and change were about as frequent as word/sentence revision. For most students, text editing proved to be a helpful tool.

Janello, P. (1984) Software evaluation for the teacher of the English Language Arts, ERIC Digest. Urbana, ILL: ERIC Clearinghouse on Reading and Communication Skills.
Excellent paper summarising how to find and review software, including reference to NCTE Guidelines for software evaluation.

Lawlor, J. (ed) (1982) Computers in Composition Instruction. Los Alamitos, CA: South West Regional Laboratory for Educational Research and Development.

Levin, J., Boruta, M., and Vasconcellos, M. (1983) Microcomputer-based environments for writing: a writer's assistant, in A. Wilkinson, ed, Classroom Computers and Cognitive Science. New York: Academic Press.

Levin, R. and Doyle, C. (1983) The microcomputer in the writing/reading/study lab, T.H.E. Journal (Technological Horizons in Education), 10 (4), 77-9, 100.
Open-door policy in a community college burdened basic skills teachers. Word processing and CAI for vocabulary, grammar, sentence-building, reading have proved beneficial.

McDaniel, E. (1985) A bibliography of text-analysis and writing instruction software, Computers and Composition, 2 (3), 8-9.
Only an announcement that the bibliography was nearly ocmplete. Contact address: Department of English, Texas A & M University, College Station, Texas 77943-4227, USA.

McKenzie, A. (1984) A Grin on the Interface: Word Processing for the Academic Humanist. New York: Modern Language Association.

Mehan, H. (1986) The Write Help: Resources and Activities for Word Processing. Glenview: Scott Foresman.

Nagar, N. (1983) How to create one-on-one feedback system for students and, at the same time, organise notes for books, lectures with interactive "Electronic Index Card" software. Conference paper, Association for Education in Journalism and Mass Communication.
Using data management software for giving students feedback on their assignments. Recommends VisiDex rather than PFS Filing/PFS Report, VisiOn replacing VisiDex for IBM. Found it possible to simultaneously produce notes for books and lectures as ideas occurred to him while writing students' comments. Keywords, cross-referencing made material manipulation easy.

Olson, D. (1985) Computers as tools of the intellect, Educational Researcher, 14 (5), 5-8.
Becoming literate incorporates achieving greater explicitness in language, recognition that meaning and interpretation may differ. Computer training may enhance ability to distinguish between intended meaning and interpretation because computer demands perfectly explicit communication.

Oreovicz, F. (1983) A writing instructor's best friend: the word processor, Engineering Education, 73 (5), 376-8.
Using UNIX system to store files full of sample errors and corrections, comments to students, etc.

Patterson, B. (1983) Evaluating microcomputer software for a community college reading/writing centre. Alexandria, VA: ERIC Document Reproduction Service.
Discusses briefly the problems related to computer software evaluation forms and presents a detailed list of general guidelines for evaluating reading and writing computer software, organized in three categories: the educational soundness of the software, the ability of the software to fully utilize microcomputer capabilities, and the validity of the software for educational, as opposed to personal use.

Perkins, D. (1985) The fingertip effect: how information-processing technology shapes thinking, Educational Researcher, 14 (7), 11-17.
Both theory and evidence suggest that typical contacts with IPT today do not meet certain conditions for reshaping thought. The striking diversity of IPT now underway will eventually allow for many styles of involvement. In the long term, as this diversification spreads to nearly all aspects of society, thinking may change in certain basic ways as it has in response to literacy and print.

Petersen, B., Selfe, C., and Wahlstrom, B. (1984) Computer-assisted instruction and the writing process: questions for research and evaluation, College Composition and Communication, 35 (1), 98-101.
Authors state that it is not yet clear whether computer-assisted instruction can be used effectively to teach strategies involved in writing. Very little software on the processes of writing and even less serious evaluation of it. Discusses criteria for choosing composition software. Poses six questions for further research in evaluating the effectiveness of computer assisted instruction in composition.

Rauch, M. and Wogan, D. (1984) Comprehension: mapping information, a program for the Apple computer. Alexandria, VA: ERIC Document Reproduction Service.
Describes a computer program written for the Apple II that was designed to

teach college students how to map expository information. The program consists of five lessons, the first beginning with a definition and illustration of mapping.

Redman, T., Holdstein, D. and DeCelles, L. (1984) Evaluating computer-assisted instruction for writing: a first glance. Collegiate Microcomputer, 2 (2), 101-06.
Describes background, software development, and the Write-Well computer assisted instruction series used in a study at Illinois Institute of Technology. Composition students were divided into two groups, with one practicing comma usage with computer assisted instruction and another using textbooks. Results indicate computer assisted instruction improved understanding of comma usage. Series was to be published by Conduit/ Harper and Row for Apples. Includes tutorial packages on punctuation and usage, and composing-oriented packages on paragraphing, etc.

Rodrigues, R. and Rodrigues, D. (1984) Computer-based invention: its place and potential, College Composition and Communication, 35 (1), 78-87.
Advantages of using computers during invention stage of composition. Discusses programs. Explores characteristics of ideal prewriting program.

Russ-Eft, D. and McLaughlin, D. (1983) Ideas for Reading and Writing Courseware: Needs and Development Opportunities for Educational Computer Software - Reading, Writing, and Communication Skills. Alexandria, VA: ERIC Document Reproduction Service.
Describes a comprehensive project aimed at identifying reading, writing, and communication courseware needs; discusses the benefits of computer-assisted instruction and obstacles to its implementation in the communications area; and presents a detailed review of the study's results. Includes appendices containing a partial list of study participants, a classification of courseware according to the language skills area, a school microware evaluation form, and sample evaluation questions.

Schwartz, H. (1985) Interactive Writing: Composing with a word processor. New York: Holt, Rinehart and Winston.
Textbook for tertiary writing classes. Attempts to teach both how to use word processing software and how to write better. How word processing can enhance the act of writing. Exercises which combine established writing techniques with using computer technology, for example, rewriting activities, collaboration, revision, research methods (including data bases).

Schwartz, H. and Bridwell, L. (1984) A selected bibliography on computers in composition, College Composition and Communication, 35 (1), 71-7.
Extremely useful because highly selective. Includes material on latest developments: what programs available, how CAI and word-processing being used together in instruction and with what results. References selected to combine practice with framework of composition theory.

Selfe, C. and Wahlstrom, B. (1982) The Benevolent Beast: Computer-Assisted Instruction for the Teaching of Writing. Alexandria, VA: ERIC Document Reproduction Service.
Describes Wordsworth II (now renamed WordsWork), a series of interactive computer programs designed for supplementary, process-based writing instruction on the IBM-PC. Each of eight modules focuses on a writing assignment commonly given in composition courses: description, narration, personal writing, classification, evaluation, persuasion, literary analysis, and creative writing.

Selfe, C. and Wahlstrom, B. (1985) Fighting in the computer revolution: a field report from the walking wounded, Computers and Composition, 2 (4), 63-68.
A humorous account of how the linguistic barriers prohibit productive interchange between computer scientists and humanists.

Sharples, M. (1985) Cognition, Computers and Creative Writing. Chichester, Sussex: Ellis Horwood.

Shostak, R. (1983) Computer-assisted composition instruction: some promising practices, Pipeline, (Spring), 4-6.
Summary of some existing programs and their capabilities. Reminder that young learners focus on lower-order skills such as handwriting and computer can free them to concentrate on high-order skills.

Shostak, R. (1984) Computers in Composition Instruction. Alexandria,VA: ERIC Document Reproduction Service.
Reproduces in edited form the papers presented at a 1982 SWRL conference on computers and composition, along with selected articles published over a two-year period in The Computing Teacher, the journal of the International Council for Computers in Education. The book reviews the promising practices in each stage of the writing process; deals with how computers may be used to help teach writing; focuses on designing computer programs to assist in the teaching of writing; and concludes with general overview of software evaluation.

Sommers, E. and Collins, J. (1985) Microcomputers and writing, Computers and Composition 2 (4), 27-35.
Brief reminder that in deciding to use computers to teach writing, teachers must remember the proven principles of how best to improve student writing and not be seduced by fancy programs which promise more than they can deliver.

Southwell, M. (1984) Computer assistance for teaching writing: a review of existing programs, Collegiate Microcomputer, II (3), 193-206.
34 computer programs to instruct student writers, support composing process, help in classroom management. Introduction to some of the issues.

SWRL (Southwest Regional Laboratory for Educational Research and Development) (1982) Computer Utilization in Composition Instruction Specifications, Final Report. Alexandria, VA: ERIC Document Reproduction Service.
Outlines computer-based instruction in the composing process, including its use in editing, generating ideas, and producing text, as well as for drill and practice in basic mechanical skills.

Watson, G. and Hedberg, J. (1985) Embedded CAI for teaching punctuation, in Educational Research: Then and Now. Hobart: Australian Association for Research in Education.
The teaching of punctuation can be undertaken effectively within the context of computer error checking while the student writes. This project examined the increase in writing skills after using a computer program STORY. The use of the program was found to be beneficial for group as well as individual use and its design philosophy steers a middle ground between teacher-controlled and learner-controlled software. The design philosophy is discussed in the light of student and teacher response.

Watt, D. (1984) Tools for writing, Popular Computing, (Jan), 75-78.
Bank Street Writer word-processing package for novice users and beginning writers. Add-ons help generate ideas, organise a piece, or rewrite. Also

Talking Screen Writing Program which can read back what is written. Quill program incorporates a Planner, a Library for filing text, and a Mailbag for student-to-student communications. Writer's Workbench expensive and not on micros.

Wood, B. (1985) Computers and reading at the secondary school, college, and adult levels, Journal of Reading, (May), 750-52.
Experimenting with many aspects of writing at once results in greater improvement than mastering and blending separate skills - word-processor encourages this. Word-processing superior to drill and practice CAI because student is in charge of the writing and the machine. Word-processing ideal for language experience approach to reading and writing.

Worley, L. (1984) Using word processing in composition classes. Alexandria,VA: ERIC Document Reproduction Service.
Intended as an introduction to word processing in writing instruction, describes the basic terms and tools used in word processing, lists the four characteristics of a good word processing program, reviews several popular word processing programs and computer books, and suggests what skills teachers will need to help students master word processing.

Wresch, W. (1983) Computers and composition instruction: an update, College English, 45 (8), 794-99
Survey of sophisticated programs being developed for university student writers. Very optimistic about their usefulness, rapid development.

Wresch, W. (1984) Teaching Writing with Computers: the computer in composition instruction. Urbana, ILL: National Council of Teachers of English.
Describes thirteen computer-assisted writing programs. Four categories: pre-writing, editing and grammar, using word processors to improve writing, the entire writing process.

APPENDIX

Andrews, D.C. (1979) Writing workshops for engineering and business faculty. Paper, Conference on College Composition and Communication.
A training program to prepare and motivate staff to teach technical writing.

Bailey, D.N. and Markovicz, L. (1983) Chemistry and English: a new bond, Journal of Chemical Education, 60 (6), 467-8.

British Council. (1975) English for Academic Study, with special reference to science and technology: problems and perspectives. English Teaching Information Centre, Occasional paper.
Four articles, two of which are concerned with English as a second language for science and technology students.

Britten, E. (1974) The trouble with technical writing is freshman English, Journal of Technical Writing and Communication, 4 (2), 127-31.
Claims English teaches inductive pattern whereas technical writers use deductive. Rather argumentative - downgrades English teaching as irrelevant and imprecise.

Bruckmann, C. (1976) What is in a name? Freshman English or technical writing, Journal of Technical Writing and Communication, 6 (3), 187-93.
Two different problems should be met with separate courses at entrance and end of program. If that is impossible the compromise solution requires elements from both types of courses. Answers Britten and Whitburn with compromise communications course in second year of four-year engineering program.

Burkett, A.R. and Dunkle, S.B. (1983) Technical writing in the undergraduate curriculum, Journal of Chemical Education, 60 (6), 469-70.

Carlisle, E.F. (1978) Teaching scientific writing humanistically: from theory to action, English Journal, 67 (4), 35-9.
Presents several assumptions about scientific writing and from these derives teaching methods for a year-long sequence of writing courses for science freshman.

Cassels, J.R.T. and Johnstone, A.H. (1983) The meaning of words and the teaching of chemistry, Education in Chemistry, 20 (1), 10-11.

Chirinos, S.L., Rundquist, S. and Washburn, L. (1982) Adaptations in the teaching of composition to non-native speakers of English, Alternative Higher Education, 6 (3), 182-90.

Cook, M. (1980) The role of the supervisor for undergraduate dissertations in science and science-related subjects, Studies in Higher Education 5 (2), 173-86.

Coward, P. and Taylor, J. (1983) Composition and science: a symbiotic relationship. Conference paper, Meeting of Midwest Writing Centers, October 1983, Iowa City.
Use of interdisciplinary materials to teach skills of analysis and heighten awareness of links between perception, thinking and writing in preparation of compare/contrast exercise.

Cunningham, D. and Estrin, H. eds (1975) The Teaching of Technical Writing. Urbana, Ill.: National Council of Teachers of English.
A guide for the English teacher in technical and scientific writing. Section on the skills, needs and goals of the technical writing student.

D'Angelo, F. (1980) Process and Thought in Composition, 2nd ed. Cambridge, Mass: Winthrop.
Text for graduate students in composition. Teacher's manual includes useful recent bibliography.

Darveniza, I.M. (1978) A perspective on literacy. Papers of Conference on Engineering Education. Barton, ACT: The Institution of Engineers. 37-43.
Argues that tertiary institutions should recognise that the development and practice of literacy skills have a place in engineering courses, preferably in first year.

Denney, R. (1983) Traumas of technical writing, Chemistry in Britain, 19 (4), 298-301.

Dunwoody, S. and Wartella, E. (1978) A survey of the structure of science writing courses. Paper, Association for Education in Journalism.

Evans, W.H. (1980) Who is qualified to teach business writing and technical writing? Paper, Conference on College Composition and Communication.

Flake, S. (1982) "Commanding English": an effective program model, Alternative Higher Education, 6 (3), 142-59.
Program for non-native speakers of English. Coursework in communications skills carries credit, gradually shifts students into mainstream courses. Interesting model for support programs of various types.

Galvin, M. and Juchau, R. (1983) Communication Needs for the Accounting Profession in Australia. Westmead, NSW: Nepean College of Advanced Education.
Report of survey of practitioners and educators. Proactitioners emphasise need for improved stylistic skills while educators emphasise logic and organisation. Discrepancy between need for skill and performance highest in areas of correspondence, memo and informal report writing, formal report writing, correct grammar, corrett punctuation, outline development, conciseness of verbal presentation. Authors believe communication skills have low priority within courses so only likely option is to offer separate communications skills courses.

Goodman, W.D. and Bean, J.C. (1983) A chemistry laboratory project to develop thinking and writing skills, Journal of Chemical Education 60 (6), 483-4.

Gould, C. (1983) Freshman Composition as a survey course, Journal of General Education, 34 (4), 308-18.
"Fragmented by four competing pedagogical models, freshman English...has declined to the status of a survey course without clear instructional methods or objectives."

Graves, R. ed (1984) Rhetoric and Composition: a Sourcebook for Teachers and Writers (revised 2nd edition). Upper Montclair, NJ: Boynton/Cook Publishers.

Hamilton, D. (1978) Writing science, College English, 40 (1), 32-40.
Describes an approach to teaching scientific writing which views writing as an integral act of science.

Harris, J. (1974) So you're going to teach technical writing: a primer for beginners. Paper, Conference of College Composition and Communication.
The Technical Writing Teacher, 2 (1), 1-6.
Basis of technical writing is that it is objective rather than subjective and more concerned with the quantitative rather than the qualitative. Much emphasis on adapting material to suit audience. Uses devices such as headings, lists, captions, outlines, charts and tables. Avoids bias, emphasises clarity and efficiency - aesthetic considerations entirely subservient to other aims. Prefers teaching tech writing in 3rd or 4th year of university course; students more mature, motivated by career prospects, have more material to write about. Prefers that English teachers who have interest and respect for science and technology teach writing. Prefers text organised on rhetorical principles rather than task-oriented to production of different types of reports.

Harris, K. (1983) Professional and technical writing in the liberal arts college, Improving College and University Teaching, 31 (3), 129-30.
Technical writing courses prepare students to meet the requirements of their professions but do not generally teach effective editing or persuasive writing techniques.

Harris, M. (1983) Supplementary writing instruction for engineering students, Engineering Education 73 (4), 311-13.

Hartley, J. (1985) How can tutors help students to write essays? in Alloway, B. and Mills, G. eds, New Directions in Education and Training Technology, Aspects of Educational Technology, Vol. 17. London: Kogan Page.

Jamerson, F.E. (1982) Communication in industrial research laboratories American Journal of Physics, 50 (10), 896-8.

Johnson, M. (1983) Writing in maths classes: a valuable tool for learning, The Mathematics Teacher, 76 (2), 117-19.

Knapp, K. (1980) From the other side of the desk: a student's perspective on writing, Improving College and University Teaching, 28 (3), 110-11.

Mathes, J. et al. (1979) Technical writing: the engineering educator's responsibility, Engineering Education, 69 (4), 331-4.
Favour keeping tech writing in hands of engineering faculty, because English teachers teach principles antithetic to tech writing and are not trained in composition.

Meyer, R. (1982) English for Electrical Engineers, International Journal of Electrical Engineering, 19, 7-16.
Account of a year's teaching practice. Exercises encouraged ability to conceptualize, to express abstractions, and to employ them in given situations. Importance of context because context reveals the abstract principle whereby parts have a working relationship to each other.

Moger, S. and Wlezien, R. (1983) Using current technological issues in a writing course for engineers, Engineering Education, 73 (4), 316-8.

Nolan, C.J., Jr. (1981) Freshman English against itself, Journal of General Education, 33 (3), 219-25.
Literature can and should be used to enhance instruction in writing.

Mistrusts motives and outcomes of narrow focus on skills. Emphasises humanistic value of study of literature.

Paik, M. and Norris, E. (1984) Writing in mathematics education, International Journal of Mathematics Educational Science Technology, 15 (2), 245-52.
Have students write in prose solutions to problems in calculus. Also in applied maths have them write problem formulation and algorithm. Also use student journals in statistics courses.

Pierstorff, C. (1984) Why we need an English teachers' meeting, Teaching English in the Two-Year College, 11 (1), 12-15.
Questions what is going on in English composition research and the distance between theories of composition process and actual classroom practice.

Potulicka, E. (1983) Teaching essay writing to extramural students: an integrated approach, Higher Education, 12 (3), 279-84.

Reed, J. (1982) Writing potential of engineers: underdeveloped? Engineering Education 73 (3), 260-63.

Robinson, P. (1983) Technical writing workshops: an alternative to lectures, Engineering Education, 73 (4), 314-5.

Roundy, N. (1982) Team teaching technical writing: audience analysis and the lab report, Engineering Education, 72 (5), 395-6.

St Germain, A. (1983) A survey of ET writing programs, Engineering Education, 73 (8), 782-3.

Salant, W. (1969) Writing and Reading in Economics, Journal of Political Economy, (July-Aug), 545-558.
Outraged cry for economists to pay some attention to clarity of expression in their own writing.

Sawyer, T. (1978) Mix student disciplines in technical writing courses. Paper, Conference on College Composition and Communication.
In upper level college writing course it is desirable to mix students of different disciplines; helps prepare them to explain their work to the public.

Shuman, R. (1981) Literature study and general education, Journal of General Education, 33 (3), 230-8.
Humanistic statement of value of literature in the curriculum. Favours interdisciplinary teaching.

Silver, M.B. (1982) Teaching writing to adult learners: using job-related materials, Improving College and University Teaching, 30 (1), 33.

Snipes, W. (1979) Language, composition, and literature in technical education, Teaching English in the Two-year College, 6 (1), 13-9.
Suggests that technical writing courses and general writing courses should have the same goal: the development of thoughtful, communicating adults. Strong argument for reinstating humanistic goals in education as opposed to 'technical'.

Snodgrass, S. (1984) Writing as a tool for teaching social psychology, Conference paper, Annual meeting of the American Psychological Association, Toronto.
Writing is a tool for problem-solving and producing creative and analytical

thinking. Students keep course log, write two short analyses of journal articles, plan and implement an observational study.

SSHRC. Humane Literacy: a review of language and literacy in Canada. Reviewed by Walker, L. (1982) in Canadian Journal of Higher Education, XII (2), 85-6.

Stevenson, D. and Klaver, P. (1978) Problem definition for problem solvers: applying rhetorical theory in teaching technical writing. Paper, Conference on College Composition and Communication.
Argues that most student assignments do not include a problem to be solved; assignments are value-free tasks unlike those students will face in industry. So writing teacher must stress skills of problem-definition. In pre-writing stage student must discover the organisational, technical and rhetorical contexts of his problem: specific conflict at issue in firm, specific technical questions or tasks, purpose of report in relation to these issues.

Stretton, A. (1985) Problem-based learning and the academic-practitioner gap, in D. Boud, ed, Problem-Based Learning in Education for the Professions. Sydney: Higher Education Research and Development Society of Australasia. pp.59-66.
Points out over-emphasis in engineering education on teaching masses of content, much of which will be superseded or irrelevant soon after the student graduates. Importance of teaching problem-solving and other skills instead.

Struck,H. (1976) Wanted. More writing courses for graduate students, College Composition and Communication, 27 (2), 129-37.
Use of frequency counts to analyse style and identify strengths and weaknesses. Hints offered for instructing postgraduates.

Tate, G. and Corbett, E. (1981) The Writing Teacher's Sourcebook. New York: Oxford University Press.
Graduate text on composition, includes recent selected bibliography.

Turley, R.V. (1983) Teaching student engineers the structure of scientific and technical literature using an electronics case study, IEEE Transactions on Education, E-26 (1), 11-15.

Wallace, E. (1981) Scholarly Writing and the Pronoun, Improving College and University Teaching, 29 (2), 54-?

Whitburn, M.D. (1975) Against substituting technical writing for freshman English, Journal of Technical Writing and Communication, 5 (1), 47-51.
Freshman English should continue to concern itself with general communications and tech writing should continue to involve the application of these skills to special kinds of communication.

Wiener, H. (1981) Administering comprehensive writing programs within liberal education, Forum, 3 (April), 6.